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TV Morning News

Language

Including:

Initial Assessment
Bias/Equity Issues in Media
Analysing Format of TV News
Comparing TV News Shows
Comparing Newspaper Articles and TV News
Creating a Canadian TV News Report
Analysing News Anchors
Analysing TV Morning News Interviews - Point of
Creating an Interview
Performing a Morning Television News Show

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A Unit for Grade 7/8

Written by:

Luisa Busato, Jacquie Cushing-Dill, Betty Goulden (Project Leader)

Length of Unit: approximately: 14.3 hours

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TV Morning News

Language A Unit for Grade 7/8

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A Unit for Grade 7/8
Written by:

Luisa Busato, Jacquie Cushing-Dill, Betty Goulden (Project Leader)

York Catholic District School Board

Based on a unit by:
Luisa Busato, Jacquie Cushing-Dill, Betty Goulden (Project Leader)

York Catholic District School Board

This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

TV Morning News

Language A Unit for Grade 7/8

Task Context

At the beginning of the 21st century, media defines our day-to-day lives and the world in which we live. From dawn to dusk, we are bombarded with media images that attempt to define our values, belief systems, and our very identities. Providing students with the critical lens through which they can filter and deconstruct these influential images is the responsibility of all citizens, but particularly that of educators.

As Catholic educators the rationale for this unit is even more imperative. The Christ-centered prism through which we teach our young people demands that we anchor our pedagogy in the fertile soil of human dignity, equity, and justice. Promoting media awareness, and highlighting the degree to which media influences our day-to-day lives, is a necessary component of Catholic education.

Catholic Graduate Expectations

CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

CGE 3d - Catholic Graduate Expectation - A Reflective and Creative Thinker: Makes decisions in light of Gospel values with an informed moral conscience.

CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of Gospel values.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4a - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Task Summary

Students plan, create, and present a segment of a morning TV news show similar to one of the many shows presently on television. The infusion of Gospel values and equity principles should pervade students' performances after they learn to do this through the analysis and creation of various media works in previous subtasks.

The focus of this unit is to provide students with the knowledge and skills that facilitate a critical and analytical approach to television morning news shows. This unit is organized to build upon student prior knowledge and experience with media.

Students work in pairs or groups of threes to create a group introduction: agenda and friendly discussion at the beginning of a news show.
Each student in his/her group chooses to do one of the following:

- a news segment (local, national, and/or global);
- interview (entertainers, politicians, sports figures, etc.);
- special interests segment (cooking, shopping, fashion, gardening, etc.);
- an alternate teacher-approved proposal.

A Reflection Journal is used for students to explain process, choice of media techniques, and performance.

Culminating Task Assessment

Student groups create and perform a 5-10 minute segment of a morning television news show for the

producers of a Canadian network who are looking for a new morning news show team (see BLM 10.1).

Catholic Graduate Expectations
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CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Links to Prior Knowledge

Grade 7 students should have prior knowledge of Grade 6 media expectations, including:
- ability to identify questionable strategies (i.e., bias, exaggerated claims, etc.)
- identifying various types of professionals involved in producing media works
- analysing and assessing media works and expressing a considered point of view
- creating a variety of media works
- identification of several Gospel values and ability to demonstrate this knowledge

Grade 8 students should have prior knowledge of Grade 7 media expectations including:
- identifying and describing categories of works typical of a particular medium
- knowing the function of different elements in magazines and newspapers (i.e., headlines, feature articles, etc.)
- describing and explaining how sound and image work together to create an effect (e.g., soundtrack and film images)
- analysing and assessing media works and expressing a considered viewpoint.
- identification several Gospel values and ability to demonstrate this knowledge

Both grades should have experience in contributing and participating constructively in groups.

It cannot be assumed, however, that all students will possess the above knowledge and skills; therefore, within the context of this unit, a review of all media literacy is provided.

Considerations

Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide

information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

Cross-curricular Opportunities
This unit offers cross-curricular opportunities with religion, arts, and math. It has an oral and visual communications focus in the Language Arts; however, the unit also deals with writing and reading.

Teaching/Learning Strategies
Teaching/learning strategies vary: whole class, small group, individual. Other strategies include: think/pair/share, visual organizers (webs, charts, Venn diagrams), reflection journals, guided viewing, etc.

Assessment Strategies
Assessment includes self-, peer, and teacher assessment. Most of the unit offers formative assessment in order for the students to practise their skills with constructive feedback before summative evaluation. Formative assessment of expectations in the subtasks is recorded as assessed because students need descriptive feedback (either orally or written) for more effective learning. Performance and written assignments and reflections are among the varied assessment strategies used throughout the unit for evaluation. Also, rubrics for the culminating task, checklists, and rating scales will be used for assessment of other media works and responses created by students for evaluation.

Constructivist Approach to Learning
The lessons are organized in order of complexity of skill development, e.g., the skills in delivering a news report are less complex than creating an interview, which presents two viewpoints. Therefore, the interview is the last skill developed in the unit before students prepare their culminating task.

Adaptations
Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

Surveys
Students must be instructed to accept "no comment" as a valid answer to any questions, and to respect that people may choose not to respond at all. (questionnaires, surveys)

Sensitive Issues
Teachers should deal with disclosures sensitively to support the student. In dealing with cases of suspected abuse, teachers must follow board policy and procedures for reporting.

Resources
The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Copyright Permission Laws
Refer to Canadian Copyright Law for details of copyright and copying procedure.
Remember copyright permission laws require the teacher to make a record of any news show that is going to be videotaped and shown in class. Make sure to erase or destroy the videotape within a year of the videotaping. The principal of the school must be informed of all videotaped material used in the classroom and when it/they are erased.

Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy

licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor. Teachers are reminded that much of the material on the Internet is protected by copyright. Copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

TV Morning News

Language A Unit for Grade 7/8

1 Initial Assessment

The unit of study on media is introduced to students by asking: How does media contribute to our knowledge of what is going on in the world?

Students' knowledge of media forms is assessed to find out what they already know about the genre. One of two motivating activities can be used for this initial assessment:

Option A: Students play a game called 'Media Ban!' where one student in each group gives clues/descriptions of a media form to his/her team without saying indicated key words. The team has to guess the medium within a time limit.
Option B: Students visit a number of centres that contain samples of various media for students to identify and analyse.

In addition, students survey and graph other students' personal media preferences and practices. Students write a reflection on the results of the survey.

Catholic Graduate Expectations
CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of Gospel values.

2 Bias/Equity Issues in Media

This lesson facilitates student understanding of point of view in the media and juxtaposes this awareness with the tenets of our Gospel values. Students read/view, analyse and discuss teacher-selected materials and reflect on the Gospel implications of this new-found awareness.

Catholic Graduate Expectations
CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of Gospel values.
CGE 3d - Catholic Graduate Expectation - A Reflective and Creative Thinker: Makes decisions in light of Gospel values with an informed moral conscience.

3 Analysing Format of TV News

Students critically view and analyse segments of two news shows and complete a comparison chart. Students write a reflection in the form of a letter to one of the TV morning news shows analysed in class.

Catholic Graduate Expectations
CGE 3d - Catholic Graduate Expectation - A Reflective and Creative Thinker: Makes decisions in light of Gospel values with an informed moral conscience.

4 Comparing TV News Shows

Students view a video tape of an evening TV news show to analyse the format and content. Students then compare and contrast morning and evening TV news shows.

Catholic Graduate Expectations
CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

TV Morning News

Language A Unit for Grade 7/8

5 Comparing Newspaper Articles and TV News Reports

Students watch a morning news report and find newspaper articles that report the same topic. They reflect and record similarities and differences in the presentation and scope of information.

Catholic Graduate Expectations
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

6 Creating a Canadian TV News Report

Students incorporate their newly acquired knowledge as they create a Canadian TV news report.

Catholic Graduate Expectations
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

7 Analysing News Anchors

Students analyse what TV news personalities do during their broadcasts and then decide how they will make their presentations.

Catholic Graduate Expectations
CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

8 Analysing TV Morning News Interviews - Point of View

Students analyse TV morning news interviews where two people with opposing points of view on an issue are interviewed. Employing the use of a checklist, students note (for both the interviewer and interviewee): time, sequencing, question types, body language, tone of voice, eye contact, etc. and discuss their findings.

Catholic Graduate Expectations
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.
CGE 4a - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

9 Creating an Interview

The purpose of this lesson is to provide students with a structured opportunity to write and perform an interview that demonstrates Gospel values.

Catholic Graduate Expectations
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

10 Performing a Morning Television News Show

Student groups create and perform a 5-10 minute segment of a morning television news show for the producers of a Canadian network who are looking for a new morning news show team (see BLM 10.1).

Catholic Graduate Expectations
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
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TV Morning News

Language A Unit for Grade 7/8 **80 mins**

Description

The unit of study on media is introduced to students by asking: How does media contribute to our knowledge of what is going on in the world?

Students' knowledge of media forms is assessed to find out what they already know about the genre. One of two motivating activities can be used for this initial assessment:

Option A: Students play a game called 'Media Ban!' where one student in each group gives clues/descriptions of a media form to his/her team without saying indicated key words. The team has to guess the medium within a time limit.
Option B: Students visit a number of centres that contain samples of various media for students to identify and analyse.

In addition, students survey and graph other students' personal media preferences and practices. Students write a reflection on the results of the survey.

Catholic Graduate Expectations
CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of Gospel values.

Expectations

7e53	• identify various types of media works and a variety of the techniques used in them;
7e54	• analyse and interpret media works;
7e67	– identify and describe categories of works typical of a particular medium (e.g., television – sitcom, talk show, news broadcast, interview, children's program, commercial);
7e68	– describe the function of different elements in magazines and newspapers (e.g., headline, photograph, regular column, feature article, editorial);
8e64	– identify and analyse the formulas used in different categories of media works (e.g., a talk show – opening monologue, humorous discussion between host and "sidekick", guest interview, interaction with the audience, special performances);
8e65	– describe a media work, outlining its different parts and the steps and choices involved in planning and producing it;
8e52	• identify a wide range of media works and describe the techniques used in them;
7m81	• systematically collect, organize, and analyse data;
7m91	– collect and organize data on tally charts and stem-and-leaf plots, and display data on frequency tables, using simple data collected by the students (primary data) and more complex data collected by someone else (secondary data);
7m92	– understand how tally charts and frequency tables can be used to record data;
7m97	– describe in their own words information presented on tally charts, stem-and-leaf plots, and frequency tables;
8m91	• systematically collect, organize, and analyse primary data;

Groupings

Students Working In Small Groups
Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Prompt
Visual Stimuli
Task Cards

Assessment

Use checklist BLM 1.5 for the initial assessment.

See Notes to Teacher for information regarding initial assessment.

Assessment Strategies

Questions And Answers (oral)
Observation
Response Journal

Assessment Recording Devices

Anecdotal Record
Checklist

8m97 – collect primary data using both a whole population (census) and a sample of classmates, organize the data on tally charts and stem-and-leaf plots, and display the data on frequency tables;

8m104 – discuss trends in graphs to clarify understanding and draw conclusions about the data;

Teaching / Learning

Introduction

Whole Class - Teacher-directed (5-10 mins)

The teacher tells students that the next unit of study is on a form of media.

Motivator Question for whole class discussion: How does media contribute to our knowledge of what is going on in the world? (The teacher records students' ideas on a web on chart paper. This may be kept on display, and additional points may be added as the unit progresses.)

Students are informed that it is necessary to see what they already know about media so that they can later build on their prior knowledge. The teacher chooses one of the following activities, which acts as an initial assessment. The teacher circulates from group to group to write anecdotals while students are engaged in the activity.

Initial Assessment: Game or Centres - Small Groups (25 mins)

Option A: Game 'Media Ban'

Distribute Page 3 of BLM 1.1 and review the instructions for the game. Half the class plays the game at one time while the other half acts as judge, scorekeeper, timekeeper, etc. Repeat the game with the second half of the class playing and the first half judging, keeping time, and keeping score. After they have practised and it is evident they understand the game, divide the class into four to six teams with up to six players in each team. Every two teams play against each other. Students play 'Media Ban!'

Discussion and Reflection

Whole Class (10 mins)

As a whole class discuss the media forms that were included on the game cards, e.g., Which media forms are unfamiliar to you? Who communicates the message in each media form? Through what medium is the message communicated? Who is the audience? How is it organized? How effective is the medium in communicating the message?

Option B: Media Centres:

(Note: Some initial preparation is necessary on the teacher's part for this activity.)
Prepare 5-8 media centres around the room (see BLM 1.2 Media Centres). Divide the class into 5-8 groups. Have them rotate through each centre every 2-5 minutes. Students complete a questionnaire for each centre (BLM 1.3 Media Questionnaire). To avoid too much photocopying, each student has one sheet and writes responses in his/her notebook.

Carousel:
- Each centre should have chart paper and each group a different coloured marker.
- The appointed recorder for each group records their knowledge and observations of the media form at their first centre on the chart paper and turns the paper over before the next group rotates to it.
- After they rotate to the next centre, each student completes the questionnaire first, then turns over the chart paper and reads what the prior group wrote. They then add any further comments/observations/information.
- The groups continue rotating and adding to other groups' chart paper comments until they have visited five centres.

Whole Class Discussion/Reflection (10 mins)
As a whole class, discuss the student questionnaires on each media form. Discuss which ones were more familiar or less familiar to them.

Discuss what is news and its importance to society, e.g., When people are aware of what is happening locally, nationally, and globally, it helps them make well-informed choices such as for elections, to help those in need, to speak out against injustice, and to celebrate others' successes, etc.

Integration Opportunity: Math Lesson on Data Management (40-50 mins)
Survey - Whole Class
Survey the class for students' media preferences.
Distribute the survey questionnaire BLM 1.4 Media Survey Questionnaire to the students.

Questionnaire and Predicting Class Results of Survey - Individual
Students read the questionnaire and predict what they think the class results from the survey will be and why.
Students complete the questionnaire individually without signing their names.

Tally and Graphing - Whole Class
The teacher divides class into groups of six.
The teacher reviews how to tally and graphs the results on a bar graph, using the first question of the surveys from one of the groups (if this is an initial assessment, the teacher may wish to leave this open-ended to assess if students know how to tally).

Tallying, Graphing, Discussing Results - Small Group
Each group tallies the results from their own group and graphs it.
With the whole class, the teacher collects the results from each group, creates a class tally, and graphs it.
Students discuss the results and the reasons for the class preferences of media forms and how much it influences our lives.

Initiating Reflection Journal Notebook
Individual
Journal Reflection: Students start a Reflection Journal notebook for the unit by reflecting on the following:
- The results of the group and class survey. Where are the similarities? Where are the differences?
- What do the results say about the media's influence on students' lives?

Introducing the Culminating Task
Whole Class - Teacher-directed
Inform students about what they will be doing in the culminating task at the end of the unit of study. Distribute BLM 10.1 Culminating Task for Media Unit and the two grade-appropriate Culminating Task Rubrics to students (see Subtask 10 Resources for BLM 10.1 and the rubrics for the performance and the script writing). It should be made very clear to students that the lessons leading to the culminating task will teach them the knowledge and skills needed, plus give them opportunities to practise the skills so that they can do the culminating task independently at the end of the unit of study (consider informing students of all the skills they will be learning throughout the unit, e.g., detecting and trying to avoid bias, creating TV Morning News segments, commercials, interviews, etc.).

Read through BLM 10.1 Culminating Task with students. Discuss what students think the products will look like (if the teacher has sample culminating task products presented by former students, e.g., the teacher reads aloud parts of student scripts or if on videotape, the students may view it/them).

TV Morning News

Language A Unit for Grade 7/8

Introducing the Culminating Task Rubrics

Read through the rubric for the culminating task with the class to ensure that they understand the criteria, and reword any points that are not clear.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Use heterogeneous groups when tallying and graphing the survey results.

Resources

BLM 1.1 Media Form Game	BLM_1.1_Media_Game.cwk
BLM 1.2 Media Centres	BLM_1.2_Media_Centres.cwk
BLM 1.3 Questionnaire for Media Centres	BLM_1.3_Media_Questions.cwk
BLM 1.4 Media Survey Questionnaire	BLM_1.4_Survey_Questions.cwk
BLM 1.5 Initial Assessment Checklist/Rating Scale	BLM_1.5_AssmntChklstRtScl.cwk
BLM 1.6 Group Work Rubric	BLM_1.6_GroupWorkRubric.cwk
BLM 1.7 Sample Letter	BLM_1.7_ParentSampleLetter.cwk

Notes to Teacher

Initial Assessment
Circulate to observe student knowledge of various media forms. Anecdotal comments can be used to record general knowledge of the class (what is known and what is not known) or of individuals, e.g., how much or how little they know (future lessons and their delivery are based on this initial assessment).

What to look for when assessing the game:
- Do students explain the media form without using the words students are not to use? Do they have other vocabulary to substitute the words? Do they name examples of the forms, e.g., newspaper names, show titles, columnists' names, celebrities, etc.? Do they speak about the format of the media form?

What to look for when assessing the centres:
- Do students know how to answer the questions from the questionnaire? Do they build on each others' comments on the chart paper? Can they identify all the media forms offered in the centres?

Survey (Math)
The teacher observes students' skills in tallying and graphing information from a survey.

Response Journal
The response journal helps the teacher understand students' skills in analysing graphs, along with students' prior knowledge of media influence. The checklist is useful for recording these observations and to plan accordingly from these results.

Initial assessment is used to:
- determine starting points for teaching and learning;
- find out about specific interests that students have in the topic;
- know if students have the prerequisite knowledge and skills to begin the planned instruction;
- know if some students already have enough knowledge and skills to need extension activities; or
- identify students who will need additional support throughout the unit.

Initial assessment is based on:
- the expectations selected for the unit;
- the expectations from previous grades or strands;
- the achievement charts for the appropriate subject.

Once the initial assessment is completed, the following will be evident:
- what lessons need to be taught -- introductory, reinforcement, consolidation, or extension
- how to group students for specific lessons
- what resources are to be used (easier or more difficult)
- what teaching strategies would be most appropriate for specific students.

At this point, it is not necessary to keep extensive records of achievement since initial assessment is about trying to determine what programming changes need to be made before students experience the activities of the unit. The information gained through initial assessment does not form part of the student's mark for the unit.

When assessing the initial assessment subtask activities, it may necessary to diagnose if students understand and apply the required expectations from the previous grade. If the unit is delivered in the second or third term, the grade expectations recorded in this subtask may be assessed as a diagnostic or review.

When assessing the expectations, the teacher needs to observe and take note of these observations so that future planning and student learning will be based on the students' prior knowledge and skills. The discussions also help the teacher become aware of the needs of students.

Students must be instructed to accept "no comment" as a valid answer to any questions, and to respect that people may choose not to respond at all. (questionnaires, surveys)

TV Morning News

Language A Unit for Grade 7/8

Teacher Reflections

TV Morning News

Language A Unit for Grade 7/8 **60 mins**

Description

This lesson facilitates student understanding of point of view in the media and juxtaposes this awareness with the tenets of our Gospel values. Students read/view, analyse and discuss teacher-selected materials and reflect on the Gospel implications of this new-found awareness.

Catholic Graduate Expectations
CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of Gospel values.
CGE 3d - Catholic Graduate Expectation - A Reflective and Creative Thinker: Makes decisions in light of Gospel values with an informed moral conscience.

Expectations

7e51	• contribute and work constructively in groups;
7e50	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
7e54	• analyse and interpret media works;
8e49	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
8e50	• contribute and work constructively in groups;
8e53	• analyse and interpret media works;
7e53	• identify various types of media works and a variety of the techniques used in them;
8e52	• identify a wide range of media works and describe the techniques used in them;

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Socratic Dialogue
Guided Exploration
Prompt

Assessment

See Notes to Teacher in this subtask for information regarding formative assessment.

Optional lesson on Gospel values: assess, through observations and the class discussion after the jigsaw activity, students' understanding of Gospel values and how they relate them to their own lives.

Assessment Strategies

Observation
Performance Task
Questions And Answers (oral)
Response Journal

Assessment Recording Devices

Anecdotal Record
Checklist

Teaching / Learning

Introduction (10 mins)
Whole Class: Teacher-directed
In a class discussion, have students identify what they think of when they hear the term *bias*. Guide the discussion to have them consider point of view, behaviour, and appearance.

Student Examples
Pairs

Students further brainstorm examples of bias in their own lives. The teacher circulates and assesses, and makes sure students are functioning appropriately in their groups. If some pairs are having difficulty determining examples of bias in their own lives, assist them with concrete examples, e.g., in teen movies, are peers of the main character included or excluded based on their appearance, intellectual or athletic ability?

Small Groups or Whole Class
Students share their definitions and examples.

Gospel Values
Whole Class: Teacher-directed
See Notes to Teacher for an optional, complementary lesson on Gospel values.

Media Centres
Small Group
Copies of videotape jackets/covers, news/magazine articles, and ads are provided to each group and using BLM 2.1 Deconstructing Bias in Media, students choose one medium to critically analyse for the concepts highlighted. For example: How many different cultures are represented in a newspaper? Does it reflect Canadian society? How are women depicted? What are they doing? How are they dressed? How often are women in the news? How are men depicted? What are they doing? How are they dressed? How often are men in the news? What side of an issue in the news seems to be supported? Why? Who is not represented in the news?

Observations are recorded in point form on chart paper. Students present and discuss their findings with their peers.

Reflection Journal
Individual
1. Explain why it is important to know that bias or other points of view exist in the media.
2. How is our awareness of bias or other points of view in the media important to our role as Christian leaders?

Assessment
The teacher collects the completed BLM 2.1 Deconstructing Bias in Media and Journal Reflections for formative assessment.

Adaptations

Resources

BLM 2.1 Deconstructing Bias in Media	BLM_2.1_Bias_RatingScale.cwk
BLM 2.2 Introduction to Gospel Values	BLM_2.2_GospelValuesIntro.cwk

Notes to Teacher

Have available CD/DVD jackets/covers and newspaper/magazine articles and ads, chart paper, markers, and BLM 2.1 Deconstructing Bias in Media.

What to look for when determining students' understanding of point of view:
- Do they understand that point of view and perspective are intrinsically linked (e.g., everyone tends to understand the world according to their own experiences, values and priorities)?
- Can students relate the concepts covered to their everyday lives?

The teacher circulates and assesses understanding as well as group skill performance by using BLM 1.6.

The teacher collects the completed BLM 2.1 Deconstructing Bias in Media and the Journal Reflections for formative assessment and records data anecdotally and on a teacher-made student checklist (spreadsheet).

Optional Lesson on Gospel Values (Use BLM 2.2 Introduction to Gospel values)
Teaching/Learning Strategies: Jigsaw: Divide students into 7 groups. Each group is assigned a Gospel value, e.g., #1 Be just to all. Each group reads the related Gospel passage, discusses it in the group and relates this value to own life. The members of each group are assigned a letter e.g., A, B, C.... After each group completes the task, all the A's meet, all the B's meet, etc.
Each member of the new group must do the following for the group:
a) name the Gospel value discussed in the previous group
b) summarize the Gospel passage
c) share a time when they showed this value in their own life
d) as each member of the group presents, the others in the group should be completing their chart.
After the jigsaw, have the whole class discuss the significance of living the Gospel values in their daily lives and encouraging others to do so as well.

For many students, this will be the first time they will have been exposed to the more elusive concepts of bias, discrimination, omission, equity, etc.; therefore, more practice may be needed to consolidate this skill. Some students may need more support in conceptualizing these issues. Students need to make links to personal experiences and their own feelings, e.g., being excluded/included based on ability, gender, race, religion, etc., which would assist in clarification. Also, if understanding is a challenge for students, a mini-lesson might prove useful.

Teachers should be sensitive to the personal nature of the experience, and support students in avoiding disclosure and discussion of sensitive issues in a classroom context.

This may be the first time students are exposed to the concepts of bias or equity; therefore, formative assessment is required. See below for information regarding formative assessment.

Formative Assessment

Formative assessment is the ongoing monitoring of student achievement to determine the progress a student is making throughout the unit.

The teacher monitors the progress of students to:
- give them feedback about how they can improve;
- decide what additional lessons need to be taught;
- decide which resources need to be added or changed; and
- adjust instruction as necessary to address individual needs.

Formative assessment begins with the first teaching/learning activities and continues to the end of the unit. Each lesson includes an assessment component that provides continuous monitoring of progress and feedback about how to improve. These assessment components include a variety of strategies. The strategy that you use at a particular time depends on what information you are trying to gain. For example, if you want to know if a student is meeting your timelines, you would review a learning log with the student. If you want to know if the student is gaining the right knowledge about a topic, a conference or quiz would be appropriate.

Formative assessment feedback should be descriptive, not evaluative because you are not making final judgements but rather assessing for improvement. Students need detailed feedback which stresses how to improve rather than comments on what they have done. Your formative assessment should determine what and how you teach.

When designing a major assignment, ensure that you build in opportunities to give students feedback throughout the completion of the assignment. Students should be informed continuously about how they are doing and what they need to know/do to improve. Second chances should always be given and scheduled within the time frame of an assignment.

Teacher Reflections

TV Morning News

Language A Unit for Grade 7/8

Description

Students critically view and analyse segments of two news shows and complete a comparison chart. Students write a reflection in the form of a letter to one of the TV morning news shows analysed in class.

Catholic Graduate Expectations
CGE 3d - Catholic Graduate Expectation - A Reflective and Creative Thinker: Makes decisions in light of Gospel values with an informed moral conscience.

Expectations

7e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions);
7e54	• analyse and interpret media works;
8e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to write technical instructions, to clarify personal concerns, to explore social issues, to develop imaginative abilities);
8e49	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
8e53	• analyse and interpret media works;
7e53	• identify various types of media works and a variety of the techniques used in them;
8e52	• identify a wide range of media works and describe the techniques used in them;

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Prompt
Expository Text Frames
Visual Stimuli

Assessment

Observe students participating in the discussion regarding their observations of the format, set design, etc. Record anecdotal comments on students who seem to be finding the activities challenging.

The reflection/letter to the TV news show assesses understanding of objective versus subjective TV morning news programs.

In addition to anecdotal comments, assessment data is also recorded on teacher-made student checklist.

Assessment Strategies

Observation
Questions And Answers (oral)
Response Journal

Assessment Recording Devices

Anecdotal Record
Checklist

Teaching / Learning

Introduction to Lesson

Tell students that they will be applying their knowledge of bias or perspective by analysing two different TV morning news shows. They will also be analysing the format of these shows.

Critical Viewing and Comparison of TV Morning News Segments (Clips - 15 mins each) Whole Class: (45-60 mins)

With teacher guidance and direction, students critically view and analyse a portion of two different TV

morning news shows (i.e., the first 15 minutes of each TV morning news show). Each show is analysed for its format and design. The teacher records notes from the class discussion. Students complete BLM 2.1 Deconstructing Bias in Media.

Note: The teacher may need to review or teach use of camera shots, angles, and transitions (BLM 3.1).
1) After each segment of a show, the teacher pauses the clip and asks the following: (using BLM 3.1 Analysing a TV News Show)
- What have you seen so far in the format (e.g., introductory title with music, introduction to broadcasters and banter, agenda for the show, transition to news segment through an introduction, new segment initiated by a greeting, etc.)?
- What have you seen in terms of set design so far (e.g., comfortable chairs, coffee tables, colour, carpeting, logos, background scenery, etc.)?

Students write notes as the teacher records class observations on format and design, either on chart paper or the board.

2) After each 15-minute clip, students complete BLM 2.1 Deconstructing Bias in Media. This is done in groups with teacher assistance.

Compare and Contrast the Two TV Morning News segments (15 mins)
Using BLM 3.2 Comparing Two TV Morning News Shows, guide students in comparing and contrasting the two TV news segments.

Individual Reflection (15-20 mins)
Students draft a letter to a TV morning news show outlining their concerns or appreciation regarding Gospel values.

Adaptations

Resources

BLM 3.1 Analysing a TV News Show	BLM_3.1_TVNwsShwAnalys.cwk
BLM 3.2 Comparing Two TV Morning News Shows	BLM_3.2_Comparing2TVMornNws.cwk

Notes to Teacher

Have a TV/VCR available for viewing segments of differing TV morning news shows, a class set of BLM 3.1 Analysing a TV News Show, and BLM 3.2 Comparing Two TV Morning News Shows.

Teachers need to be aware that when these subjects/issues on bias and Gospel values are discussed, students may disclose personal experiences of a sensitive nature. Teachers must follow local board policies.

Teacher Reflections

Description

Students view a video tape of an evening TV news show to analyse the format and content. Students then compare and contrast morning and evening TV news shows.

Catholic Graduate Expectations
CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Expectations

7e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions);
7e54	• analyse and interpret media works;
7e53	• identify various types of media works and a variety of the techniques used in them;
7e64	– listen and respond constructively to alternative ideas or viewpoints;
7e67	– identify and describe categories of works typical of a particular medium (e.g., television – sitcom, talk show, news broadcast, interview, children's program, commercial);
7e69	– describe and explain how sound and image work together to create an effect (e.g., sound track and film images);
8e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to write technical instructions, to clarify personal concerns, to explore social issues, to develop imaginative abilities);
8e49	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
8e53	• analyse and interpret media works;

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Advance Organizer
Prompt

Assessment

The teacher circulates and assesses for different purposes and makes anecdotal notes on student achievement/need. The teacher assesses the group work charts on comparing and contrasting to see who understands the application and who finds the assignment challenging (e.g., participates little).

Check BLM 2.1 and BLM 3.1 for organization and clarity. Areas of strength and areas of growth are noted for student learning/reference.

Reflection Journal/editorial is assessed for awareness of issue(s) and clarity of expression.

The teacher records formative assessment data anecdotally and on a teacher-made student checklist (speadsheet).

Assessment Strategies

Observation
Questions And Answers (oral)
Response Journal

Assessment Recording Devices

Anecdotal Record
Checklist

Teaching / Learning

Discussion of TV Evening News Shows
Whole Class: (15 mins)
Discuss as a whole class some of the components of previously-viewed evening TV news shows.

Comparison of TV Morning and Evening TV News Shows
Small Groups: (15 mins)
Students work in small groups to compare and contrast a TV evening news show with one of the morning news shows viewed in the previous subtask. In small groups, using BLM 4.1 as a guide, students critically analyse and share their observations regarding similarities and differences between the TV morning and evening news shows. They construct their chart of Similarities and Differences on chart paper. Completed charts are placed throughout the classroom for viewing/referral.

Individual: (30 mins)
Independent Viewing and Analysing an Evening TV News Show (15-minute segment)
Students view, critically analyse, and record observations of a 15-minute TV evening news segment, using BLM 3.1.

Students complete their own BLM 3.1 and BLM 2.1 (allow 15 minutes).

Collect BLM 3.1 and BLM 2.1 for formative assessment purposes (see Assessment).

Reflection Journal
Students respond to the following:
- Of the two TV news shows you compared, which do you feel was more effective and informative?

Adaptations

Resources

BLM 4.1 Comparing a Morning and Evening News Show	BLM_3.2_Comparing2TVMornNws.cwk

Notes to Teacher

A class set of BLM 2.1 Deconstructing Bias in Media, BLM 3.1 Analysing a TV News Show, and BLM 4.1 Comparing a Morning and Evening News Show are needed, as well as chart paper and markers. It is expected that students will have in their possession their completed BLM 2.1 and BLM 3.2 from Subtask 3 to use for comparison purposes.

Copyright Permission Laws
Refer to Canadian Copyright Law for details of copyright and copying procedure.
Remember copyright permission laws require the teacher to make a record of any news show that is going to be videotaped and shown in class. Make sure to erase or destroy the videotape within a year of the videotaping. The principal of the school must be informed of all videotaped material used in the classroom and when the material is erased.

Students will express varying abilities in comparing and contrasting information. For the individual assignment to analyse a TV evening new show, some students may need more guidance and teacher direction. Other students may complete their analysis independently and begin their reflection journal.

Teacher Reflections

Comparing Newspaper Articles and TV News Reports

TV Morning News

Subtask 5

Language A Unit for Grade 7/8

60 mins

Description

Students watch a morning news report and find newspaper articles that report the same topic. They reflect and record similarities and differences in the presentation and scope of information.

Catholic Graduate Expectations
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

Expectations

7e38	– identify various forms of writing and describe their key features (e.g., novels, short stories, biographies, scripts, plays, essays);
7e50	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
7e53 A	• identify various types of media works and a variety of the techniques used in them;
7e54 A	• analyse and interpret media works;
8e33	– make judgements and draw conclusions about ideas in written materials on the basis of evidence;
8e49	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
8e52 A	• identify a wide range of media works and describe the techniques used in them;
8e53	• analyse and interpret media works;
8e66 A	– evaluate the effectiveness of various informational media works (e.g., a website on the Internet, a documentary film, television or radio news programs, news magazines);
7e68	– describe the function of different elements in magazines and newspapers (e.g., headline, photograph, regular column, feature article, editorial);
7a73 A	– identify performance techniques that have an effect on the audience's emotions and senses (e.g., senses of hearing and sight), and evaluate their use in a performance;
8a47	– demonstrate understanding of the appropriate use of the voice, gestures, and the level of language in different dramatic situations;
8a63	– evaluate the overall effect of a performance in drama and dance, analysing the key elements;

Groupings

Students Working As A Whole Class
Students Working In Pairs
Students Working Individually

Teaching / Learning Strategies

Demonstration
Directed Reading-thinking Activity

Assessment

Assess students' knowledge of newspaper article format through the brainstorming lesson.

Students are assessed on their comparison skills using a comparison chart (BLM 5.1 and BLM 5.2) and on the thoroughness of their Response Journal.

Assessment Strategies

Response Journal
Quizzes, Tests, Examinations

Assessment Recording Devices

Rating Scale

Teaching / Learning

Comparing Newspaper Articles and TV News Reports
Teacher-directed, Whole Class (20 mins)

Explain to the class that they will be comparing newspaper articles and TV news reports. Inform students that they will be assessed on their ability to compare and contrast using BLM 5.1.

What are newspaper articles?

Brainstorm what a newspaper article includes in terms of format, etc. (e.g., the 5 Ws - who, what, where, when, why, and how; develops from the specific to the general; written in columns, each paragraph is succinct with usually only one or two sentences; the two sides to an issue or event are usually offered through witnesses, etc.). If students do not understand the newspaper article format, this may need to be taught through the analysis of

the newspaper article in this lesson.

The teacher reads aloud a newspaper article on the same topic as the TV news report that students view later. Discuss the components of the newspaper article (as recorded above from the brainstorming session).

Modelling Comparing and Contrasting News Articles and TV News Reports
Whole Class - Teacher-Directed
Students view a teacher-selected, videotaped segment of a news report from the day before.

Students discuss the similarities and differences (e.g., visuals, amount of information, use of language, bias, presentation of information, etc.) while the teacher demonstrates how to use the BLM 5.1 chart. Have students complete BLM 5.1 together as a class.

Application
Individual - Independent
Before viewing the TV news reports that match the homework newspaper articles, remind students about what they are looking for while viewing the news report, e.g., taking notes of the techniques used: the camera angles (e.g., switch camera for each news segment); who is presenting and how (gender, appearance); set and props; what is seen; what is said and how (serious demeanour if topic is serious, a little smile if humorous topic); detecting bias (students could use BLM 2.1 and/or BLM 3.1 to guide their analysis), etc.

Option: Students may use BLM 3.2 as a checklist or these criteria may be recorded (without the supporting examples) for the class on chart paper or the board, or given only to those who need adaptations. The rating scale BLM 5.2 should be shared at this time.

Students watch a 5-minute videotaped morning news report from the day before on the same topic as the newspaper articles.

After viewing, students reflect and record similarities and differences in the presentation and scope of information using BLM 5.1.

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Think, Pair, Share
Small Groups
Students independently apply what they learned in the modelled and shared activity above.
- Think: Students reread their chosen newspaper article that matches a segment from the morning news report. Individually, students use BLM 5.1 to compare and contrast the newspaper article and the TV morning news reports. Note: The videotape may be replayed a couple of times while students work.
- Pair: Students share their charts with a peer who may have worked on a different topic.
- Share: Whole class discussion

Reflection Journal
Individual
Reflection Journal: Explain which medium promotes the Gospel value of equity and why (see Assessment for criteria).

Adaptations

Resources

BLM 5.2 Analysing a Newspaper Article and a TV Morning News Report	BLM_5.2_Ppr_vs_TV_RtScl.cwk
BLM 5.1 Comparing a Newspaper Article to a TV Morning News Report	BLM_5.1_NwsPpr_vs_TVNews.cwk

Notes to Teacher

The teacher videotapes a 5-minute news report segment from a morning news show the day before this lesson. Students are told the day before the lesson to bring in newspaper articles about the main topics from the taped news report. The teacher gives them a list of 3 topics from which they can choose 1 or 2. Students are told to read the articles before they come in to class the next day. For the lesson, the teacher brings one article in as well for the teacher-directed demonstration. The topic for the teacher's chosen article is not offered to the students (consider enlarging and making an overhead transparency of the article). The teacher may consider bringing in extra articles for students.

Since this activity assesses students on concepts and skills that they have already had an opportunity to practise, the assessment may be evaluated. The teacher must use his/her professional judgement to determine if formative assessment is necessary and if more practise is needed before these skills are evaluated.

Reflection Journal

In the reflection journal, assess equity (fair treatment of all peoples regardless of race, ethnicity, gender, socio-economic status, ability).

Copyright Permission Laws

Refer to Canadian Copyright Law for details of copyright and copying procedure.
Remember copyright permission laws require the teacher to make a record of any news show that is going to be videotaped and shown in class. Make sure to erase or destroy the videotape within a year of the videotaping. The principal of the school must be informed of all videotaped material used in the classroom and when the material is erased.

Summative Assessment

Summative assessment allows teachers to determine the extent to which the expectations of the unit have been achieved.

Summative assessment information contributes to the student's evaluation that will be reported on the report card.

Summative assessment data may be collected during the unit/term several times when students are completing major assignments.

Teacher Reflections

TV Morning News

Language A Unit for Grade 7/8 **60 mins**

Description

Students incorporate their newly acquired knowledge as they create a Canadian TV news report.
Catholic Graduate Expectations
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

Expectations

7e1	• communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
7e3	• organize information to develop a central idea, using well-linked and well-developed paragraphs;
7e6 A	• produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic);
7e7 A	• revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;
7e55 A	• create a variety of media works;
8e1	• communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);
8e5 A	• produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);
8e6 A	• produce media texts using writing and materials from other media (e.g., a video documentary on an environmental issue);
8e7 A	• revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;
8e54 A	• create media works of some technical complexity;
8e49	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
7a60 A	– write in role in various forms (e.g., reports, speeches, interviews), showing their understanding of the complexity of a dramatic situation, and using appropriate vocabulary, tone, and voice for the character portrayed;
8a49 A	– write in role in various forms (e.g., monologues, speeches, radio or television broadcasts), showing understanding of the complexity of a dramatic situation and using appropriate vocabulary, tone, and voice for the character portrayed;
7e50	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Guided Writing

Assessment

When students are writing their own individual TV news report, the teacher circulates and gives feedback as needed. Students should be encouraged to self-assess and peer assess, followed by an opportunity to revise. A rubric is provided for assessing students' work in Grade 7. The teacher should involve students in Grade 8 in modifying the rubric for their work.

The teacher records students' level of achievement in creating a TV news report.

Assessment Strategies

Response Journal
Self Assessment
Observation

Assessment Recording Devices

Rubric

Teaching / Learning

Modelling Writing
Teacher-Directed - Whole Class (15 mins)
In whole class format, the teacher models writing a sample TV news report by reading a newspaper article and writing an outline of the TV news report for the beginning, middle, and end in point-form notes (using the 5 W's as a guideline). The teacher begins to write the TV news report, e.g., by rephrasing the first paragraph of the article.

Note: The first one or two paragraphs/sentences of the newspaper article are similar in a TV news report: they both deal with the 5w's - who, what, where, when, why, and how. Then the TV news show often goes from the anchor person to a reporter on location who gives further details and either questions witnesses or paraphrases what he/she has heard from witnesses or seen personally. After this, the anchor sometimes asks the reporter a question which the reporter answers. If no reporter is used, the anchor talks and a view of the location is shown with the anchor's voice-over. The concluding comment is either done with a voice-over showing the location or the camera returns to the anchor.

Shared Writing of a Media Form (TV News Report)
Whole Class (10 mins)
The teacher then prompts students to continue to write the report as a whole class, e.g., What comes next? Did we take care of all the 5 W's and How? How do we show who is talking (e.g., write "Anchor" or "Reporter" on the left margin and a colon followed by what each says? Even though we know everything has a bias, how can we try to make the TV news report as objective as possible? What can the anchor ask the reporter on location? What should be viewed on location? Should the anchor have a picture beside him/her for the viewers? What picture would demonstrate one or more Gospel values?

Modelling Self-Assessment
Whole Class (5 mins)
After writing the TV morning news segment, assess the report to see if it is succinct, effective, informative, unbiased, clear, respectful of any people mentioned, etc. Provide students with the specific criteria (by grade) which they will use for self-assessment.

Writing a TV News Report
Individual (25 mins)
Students use their newspaper article to outline and write their own individual TV news report approximately one minute in length. Each student should have a copy of the rubric for peer and self-assessment before revising and submitting both the outline and the TV news report to the teacher for feedback and a final opportunity to revise.

Note: Since this is a live news report, students do not have the advantage of using special effects (i.e., various camera techniques and angles, or sound bites, etc.).

Visual Reflection Journal
Individual (10 mins)
Have students sketch, reflect, and articulate the visual images that would accompany their news reports. Are these images in keeping with our Gospel value of human dignity (reference: BLM 2.2 - Treat everyone as an individual)?

Self- and Peer Assessment Using Rubric
Partners (15-20 min)
Time is given for peer assessment using the rubric as a guide. Students are then given an opportunity to

revise their work using a different-coloured pen before submitting the assignment to the teacher.

Adaptations

Resources

Gr. 7 - Script Writing

Notes to Teacher

The day before this lesson, students are assigned to each bring to class a newspaper article that they will rewrite into a TV news report. The news articles should be from the first to the third pages of the newspaper (either from the first section, the sports or business sections of the newspaper). The teacher brings in an article for the teacher-directed part of the lesson.

Giving Formative Feedback to Improve Achievement
In this task, students have ample opportunity to receive formative assessment throughout the writing process. There is time for whole-class demonstration of assessment, self-assessment of own work, peer assessment and teacher feedback (descriptive) throughout the process. After students have time to revise and improve their work, the teacher can evaluate the work. This level of achievement for each student will be compared to that of the culminating task. If there is an improvement in the culminating task, the teacher should consider the most recent evaluation for reporting.

Teacher Reflections

TV Morning News

Language A Unit for Grade 7/8

Description

Students analyse what TV news personalities do during their broadcasts and then decide how they will make their presentations.

Catholic Graduate Expectations
CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Expectations

7e54 • analyse and interpret media works;
7e61 – rehearse and revise their material before making a presentation (e.g., reorder ideas, change the conclusion);
7e62 – identify some of the ways in which non-verbal communication techniques (e.g., tone of voice and body language) can affect audiences, and use these techniques in their own speech to arouse and maintain interest, and convince and persuade their listeners;
7e63 – use eye contact, variations in pace, appropriate gestures, and such devices as the "pause for effect" in presentations;
7e64 – listen and respond constructively to alternative ideas or viewpoints;
8e53 • analyse and interpret media works;
8e59 – use tone of voice and body language to clarify meaning during conversations and presentations;
8e62 – contribute collaboratively in group situations by asking questions and building on the ideas of others;
8e64 – identify and analyse the formulas used in different categories of media works (e.g., a talk show – opening monologue, humorous discussion between host and "sidekick", guest interview, interaction with the audience, special performances);

Groupings

Students Working As A Whole Class
Students Working In Small Groups

Teaching / Learning Strategies

Prompt
Advance Organizer

Assessment

The teacher circulates and makes anecdotal notes on student achievement/need. The teacher provides elaboration/expansion where needed to individual students or in whole-class format if warranted. The teacher should encourage students to be thoughtful and supportive in their peer feedback. Grade-appropriate rubrics from Subtask 7 may be used for peer assessment.

The teacher records formative assessment data anecdotally on a teacher-made student checklist (speadsheet).

Assessment Strategies

Observation
Questions And Answers (oral)
Response Journal

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

Analyses of TV News Personalities - Sharing
Inform students that they will be sharing their analysis of a TV news personality.

Small Group: (10 mins)
Students share their analyses of TV news personalities with their peers and look for commonalities. Students record significant observations.

Whole Class: (10 mins)
The teacher facilitates sharing of small group insights and similarities. The main insights and similarities are recorded on chart paper and posted for reference.

Performance of TV News Reports:
Small Groups: (25 mins)
Teacher Direction re. Performance of TV News Reports:
The teacher places students in groups and outlines the requirements for the performance work, namely:

- students perform their TV news report for their group;
- group members provide feedback (two positive comments and a next step);
- students work constructively and collaboratively in order to understand where improvements could be made on their TV news reports.

The teacher communicates the need for appropriate expression in the various aspects of TV news reporting - i.e., serious/humorous facial expressions when dealing with serious/humorous reports; formal vs. informal tone/intonation used in different broadcasts; pitch of voice; eye contact; body language.

Students perform their TV news reports and respond to the feedback of their peers. Conversely, students observe the TV news reports of their peers and provide constructive feedback as noted above.

Note: At the end of this practice performance with peer feedback, the teacher may want to choose one or two students to perform in front of the class to model how to achieve the criteria of a level 4 performance.

Individual/Reflection Journal: (10 mins)
In their reflection journals, students respond to peer feedback including both strengths and areas for improvement.

Sentence starters may be:
- Things I did well in my performance are:
- Areas in which I need to improve are:
- Next time I will:

Adaptations

Resources

Notes to Teacher

The day before, the teacher should: a) remind students to bring in their TV news articles prepared in Subtask 6. b) Ask students to observe and analyse the performance of TV news personalities based on voice, body language, eye contact, intonation, appearance, clothing, etc., and record their information.

Homogeneous groupings are recommended, providing a potentially less threatening environment within which students can do their presentations. Students should also be instructed to employ the group processing skills taught in Subtask 1.

It is very important that all students feel safe and supported when presenting their TV news reports. The teacher should be highly visible during student presentations, providing direction and encouragement where needed. It is also very important that the teacher encourages positive yet, constructive peer feedback. The use of grade-appropriate rubrics from Subtask 6 are suggested for peer assessment.

Teacher Reflections

Analysing TV Morning News Interviews - Point of View

TV Morning News **Subtask 8**

Language A Unit for Grade 7/8 **60 mins**

Description

Students analyse TV morning news interviews where two people with opposing points of view on an issue are interviewed. Employing the use of a checklist, students note (for both the interviewer and interviewee): time, sequencing, question types, body language, tone of voice, eye contact, etc. and discuss their findings.

Catholic Graduate Expectations
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.
CGE 4a - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

Expectations

7e1	• communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
7e54	• analyse and interpret media works;
7e55	• create a variety of media works;
7e66	– analyse factors that contribute to the success, or lack of success, of a discussion;
7e70	– create a variety of media works (e.g., a class newspaper, a story board, a radio documentary).
8e1	• communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);
8e54	• create media works of some technical complexity;
8e53	• analyse and interpret media works;
8e52	• identify a wide range of media works and describe the techniques used in them;
8e59	– use tone of voice and body language to clarify meaning during conversations and presentations;
8e66	– evaluate the effectiveness of various informational media works (e.g., a website on the Internet, a documentary film, television or radio news programs, news magazines);

Groupings

Students Working As A Whole Class
Students Working In Small Groups

Teaching / Learning Strategies

Prompt
Socratic Dialogue
Advance Organizer

Assessment

While students are working in their small groups, the teacher circulates and checks BLMs for completeness and insight.

The teacher records formative assessment data anecdotally and makes note of any students who might need further clarification/support.

Assessment Strategies

Observation
Questions And Answers (oral)

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

Analysis of Interviews
Using the Visual Organizer
Whole Class (20 minutes for the video segment; 10 mins for debriefing)
Students critically view a segment of a TV morning news show interview wherein two opposing perspectives are offered.

The teacher facilitates student analyses of the pre-recorded segment. The teacher encourages contributions from students, including those who might need encouragement, focusing student attention on the issues of equity and Gospel values infused in the checklist questions.
Teacher Information: The skills of interviewing people from two sides of an issue include format of introductions,

order of questioning, and the conclusion.

Brainstorming Observations and Analysis of TV Interview
Small Groups: (20 mins)
In small groups, students brainstorm the best way an interview could be conducted in order to embrace Gospel values. One person from each group presents the group ideas.
Teacher Information: honesty in dealings, respect for viewpoints, similar camera angles, etc. (See BLM 9.1)

Recording Main Concepts of a TV Interview
Whole Class: (10 mins)
The teacher records the main ideas of the groups on chart paper and posts them around the classroom for future reference. Students record the ideas in their notebooks.

Adaptations

Resources

Notes to Teacher

A TV/VCR is needed for viewing a segment of a TV morning news show wherein two people with differing perspectives are interviewed. This lesson is trying to highlight the potential for insensitivity in TV news interviewing. Sheets of chart paper are also needed. (Note: BLM 9.1 may be used in this lesson.)

Copyright Permission Laws
Refer to Canadian Copyright Law for details of copyright and copying procedure.
Remember copyright permission laws require the teacher to make a record of any news show that is going to be videotaped and shown in class. Make sure to erase or destroy the videotape within a year of the videotaping. The principal of the school must be informed of all videotaped material used in the classroom and when it/they are erased.

Guiding the Learning Process
Depending on the student group, the teacher may have to infuse more teacher-directed learning into this lesson in order to provide students with the knowledge and critical thinking skills they will need in order to meet with success in their culminating activity.

Teachers should deal with disclosures sensitively to support the student.
In dealing with cases of suspected abuse, teachers must follow board policy and procedures for reporting.

Contributing to the Class Discussion of Equity and Gospel Values
It is worth noting that often those students who have been marginalized (e.g., not in the "in" group; have physical/emotional/developmental challenges; visible minority) have much to contribute to the discussion of equity and Gospel values. However, it should not be presumed that this is necessarily the case. The teacher should gauge the comfort level of individual students in this regard.

Cross-curricular Suggestion
A cross-curricular suggestion for Religion class is: Have students write a prayer asking for God's guidance in dealing with others in a fair way.

Teacher Reflections

Description

The purpose of this lesson is to provide students with a structured opportunity to write and perform an interview that demonstrates Gospel values.

Catholic Graduate Expectations
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

Expectations

7e7	• revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;
7e50	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
7e55	• create a variety of media works;
8e63	– work with members of their group to establish clear purposes and procedures for solving problems and completing projects;
8e59	– use tone of voice and body language to clarify meaning during conversations and presentations;
8e54	• create media works of some technical complexity;
8e7	• revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;
7e63	– use eye contact, variations in pace, appropriate gestures, and such devices as the "pause for effect" in presentations;
7e61	– rehearse and revise their material before making a presentation (e.g., reorder ideas, change the conclusion);
8a66	– dramatize material that they have researched from primary sources (e.g., historical documents), and use it effectively in presenting documentary scenes.
8a44	• critique, orally and in writing, their own and others' work in drama and dance, using criteria developed independently and in a group;
7a60	– write in role in various forms (e.g., reports, speeches, interviews), showing their understanding of the complexity of a dramatic situation, and using appropriate vocabulary, tone, and voice for the character portrayed;

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Review

Assessment

See Notes to Teacher for information about assessment.

Assessment Strategies

Performance Task

Assessment Recording Devices

Checklist
Anecdotal Record

Teaching / Learning

Introduction Clarifying Assignment Criteria for Creating an Interview
Teacher-directed - Whole Class (10-15 mins)
The teacher informs students that they will be creating an interview in their predetermined groups of three. (See Notes to Teacher.) The skills of interviewing people from two sides of an issue learned in the previous lesson are reviewed, e.g., format of introductions, order of questioning, and the conclusion.

The teacher explains the assignment: In groups of three, students create an interview on a current topic that they have previously researched. Based on their research, each student is responsible for writing one question and answer for each of the interviewees. Therefore, there are three questions and answers in total for each interviewee. Roles are assigned and rehearsed using a checklist of oral communication techniques. Each group

presents to one other group and receives constructive feedback - two positive and one next step.

The checklist of content and skills criteria for the interview (BLM 9.1) is distributed to students and read together. The criteria are discussed and clarified as needed.

Creating an Interview
Small Groups (20 mins)
Students create their questions and answers individually before they choose their interview roles (the latter can be done by the role of the dice - largest number is the interviewer, etc.). Students should be given 10 minutes to write the questions and answers, and 10 minutes to practise the interview. If a student in the group is finished writing the questions and answers before the others, he/she begins writing the reflection journal about the Gospel values illustrated by the questions.

Peer Assessment (15 mins)
Each group presents their interview to another group. Feedback is given: two positive comments and a next step. (The next step may start with: 'You might consider....' or 'Next time, you might want to ...')

Optional: Models of Student Performance
The teacher may choose to select one or two exemplary groups to present to the whole class. A metacognitive discussion follows the performance to make students aware of the strengths, e.g., complex, open-ended questions; effective answers which are clear and supported with details; eye contact, expressive voice, appropriate body language, etc.

Reflection Journal
Individual (10 mins)
Students reflect on reasoning behind the construction of the questions and answers created for the interview, as well as on their peers' feedback .

Adaptations

Resources

BLM 9.1 Television News Interview Checklist BLM_9.1_TVNwsIntrvewChklst.cwk

Notes to Teacher

Four to seven days before this lesson, students are assigned groups of three. Each group agrees on a topic of their choice that is current and somewhat controversial, e.g., from the newspaper or news magazines and/or the Internet, and researches the topic. Some news magazines and news websites may be provided to students for them to read. Students should be informed before they are given this assignment, that the purpose of the research is to create and perform an interview between two people representing opposite sides of an issue.
Note: For Grade 8 students to meet the Arts expectation 8a66, the teacher may invite the Grade 8 students to investigate an issue that is happening in their school or in their neighbourhood using primary sources.

Formative Assessment of Interview
This is the first time students have an opportunity to create and perform an interview, therefore the expectations assessed are formative and not evaluated for reporting. Students should be aware of this learning opportunity to practise the skills.

Sharing the Checklist for Students to Create the Interview
BLM 9.1 Televsion News Interview Checklist is shared before students begin to write their questions and answers. This helps guide their thinking and application of the skills they are developing.

Conferencing and Recording Assessment
As students are creating their questions, the teacher circulates and briefly conferences with individuals. Anecdotals are written especially for students who are having difficulty with the task so that future support may be planned.

During the practice and the performances, the teacher is noting skills and choosing a group to perform for the class.

The Reflection Journals may be evaluated as they reflect students' learning from the practice opportunity.

Complexity of Creating an Interview
Creating and performing an interview demands a more complex application of media skills learned so far. Of the two media forms (news report and interview) that students practise and apply in this unit, it is in the interview that students need to be more sensitive to others' views, feelings, and values. Creating open-ended, complex questions about a current issue, as well as effective answers to these questions is a more challenging task than the factual aspect of a news report. Creating an interview includes the skill, application of the news report, plus the need to be well-informed and sensitive to others' dignity. It is for these reasons that the interview is one of the last skills learned and practised before the Culminating Task is assigned.

Teacher Reflections

Description

Student groups create and perform a 5-10 minute segment of a morning television news show for the producers of a Canadian network who are looking for a new morning news show team (see BLM 10.1).

Catholic Graduate Expectations
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Expectations

7e7 A	• revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;
7e6 A	• produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic);
7e26 A	• read aloud, showing understanding of the material and awareness of the audience;
7e55 A	• create a variety of media works;
7e61 A	– rehearse and revise their material before making a presentation (e.g., reorder ideas, change the conclusion);
7e62 A	– identify some of the ways in which non-verbal communication techniques (e.g., tone of voice and body language) can affect audiences, and use these techniques in their own speech to arouse and maintain interest, and convince and persuade their listeners;
7e63 A	– use eye contact, variations in pace, appropriate gestures, and such devices as the "pause for effect" in presentations;
7e67 A	– identify and describe categories of works typical of a particular medium (e.g., television – sitcom, talk show, news broadcast, interview, children's program, commercial);
8e7 A	• revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;
8e25 A	• read aloud, showing understanding of the material and awareness of the audience;
8e50 A	• contribute and work constructively in groups;
8e54 A	• create media works of some technical complexity;
8e59 A	– use tone of voice and body language to clarify meaning during conversations and presentations;
8e61	– use resource materials (e.g., visual aids) to illustrate ideas in presentations;
7a60 A	– write in role in various forms (e.g., reports, speeches, interviews), showing their understanding of the complexity of a dramatic situation, and using appropriate vocabulary, tone, and voice for the character portrayed;

Groupings

Students Working In Small Groups
Students Working As A Whole Class

Teaching / Learning Strategies

Review

Assessment

See Notes to Teacher for information about assessment.

Rubrics are provided for assessing students' work in Grade 7. The teacher should involve students in Grade 8 in modifying the rubric for their work.

Assessment Strategies

Performance Task
Response Journal
Self Assessment
Conference

Assessment Recording Devices

Rubric

7e1 A	• communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
8e1 A	• communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);
8a54 A	– write in role, analysing the subtext of a script and the attitudes and points of view of the characters portrayed;
7a70 A	– assemble, rehearse, and perform a collection of drama and dance works based on themes and issues drawn from a variety of sources from diverse cultures;
8a58 A	– select appropriate themes that deal with specific situations and that are aimed at a specific audience;
8e5 A	• produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);
8e20	– select and use their words with increasing sophistication and effectiveness;

Teaching / Learning

Students work in pairs or threes to create a group introduction: agenda and friendly discussion at beginning of news show.

Each student in his/her group chooses to do one of the following:
- a news segment (local, national, and/or global);
- interview (entertainers, politicians, sports figures, etc.);
- special interests segment (cooking, shopping, fashion, gardening, etc.);
- an alternate teacher-approved proposal. (See Notes to Teacher)

The performance can either be prepared in part or whole on videotape or may be delivered in person for the producers of the network.

Assessment
- individual performances
- individual plan, written scripts of chosen assignment, as well as a journal reflection
- group storyboard plan (optional)
- group performance for broadcast introduction
- group collaboration

Optional: videotaping the culminating task or components of it (e.g., news segment)

Lesson: Review Culminating Task and Rubric
Teacher-directed - Whole Class (15 mins)
Review BLM 10.1 Culminating Task for Media Unit description and the grade-appropriate rubrics that were

distributed at the beginning of the unit. Review all the knowledge and skills they have learned and applied throughout the unit of study by going over the chart paper/diagrams, etc. that have been posted around the room since the beginning of the unit. Inform them of how much time they have to create the components of the Culminating Task.

Optional: Teaching how to plan through storyboards (may be taught and applied in a Visual Arts lesson)
Whole Class- Teacher-Directed (40 mins)
Teach students how to create a storyboard. Tell students they need to plan the sequence of their culminating task. One way is through a storyboard. Show them samples from websites (e.g., www.famousframes.com), then create one with them by using one of the TV morning news segments already viewed. For example create slides of boxes (like a comic strip) and quickly sketch a drawing for each segment (such as the introduction), placing every anchor in place, drawing the furniture and the background, then the news segment with the appropriate furniture, camera proximity and angle, furniture and background, etc.
Have students start planning by making a list of what the storyboard should include and the order. Then the slides are divided among the group members.
Note: This is an optional activity because storyboards are usually prepared for films, not TV news shows. Nonetheless, this does help students plan the look of their Culminating Task. If this lesson is not taught, have students simply complete a list or a self-made visual organizer/chart of their plan with details.

Afterwards the students begin working on the details of their culminating task.

Time Management for Group and Individual Tasks
Small Group and Individual (120 mins)
Note: Some classes/students need more structure in terms of organizing their time. If this is the case, the teacher may give students a timeline for the creation of the culminating task components, e.g.,
- 60-120 minutes to create the script for the individual piece (e.g., news report, interview of 2-3 questions and answers, an interest segment or other) and to get feedback from a peer for revision suggestions. BLM 9.1 Checklist may be used as a guideline for students doing this assignment.
Note: The interview must be written individually and then the other group members help in the performance of the script.
- 20-30 minutes to create the group introduction part of the half hour program agenda and to decide generally what topics they will be talking about as a group in an improvised piece of friendly chatter.
- 30 minutes to practise the Culminating Task Performance, to get feedback from another group, and to revise as needed.

Performing the Culminating Task
Group and Individual (60-120 mins)
The Performances themselves may take one or two lessons of 60 minutes each.

If videotaping techniques have been taught and are expected for the Culminating Task, more time is needed.

If a video camera is available, the Culminating Task may be videotaped by the teacher or students for viewing and critiquing afterwards. This helps with the journal reflection at the end.

Peer Assessment
Students acting as the producers of the TV network may be invited to give feedback after each performance, either orally or using the rubric.

Journal Reflection
Individual
Students write a detailed journal reflection on the process of creating and performing their own TV Morning

News Show, answering the following questions:
1) What challenges did I have, either individually or with the group? How were these challenges resolved?
2) What do I want the network producers to notice about the attention to Gospel values that I incorporated into my performances?
3) What media techniques (both in content, format, and presentation) did I use for my individual assignment and what was the purpose behind them?
4) What were the strengths of my performance? What would I do differently next time?
5) How will my experience throughout the course of this unit change my understanding and interpretation of news and information in the media?
6) 'Media in all its forms often influences and reinforces our view of the world, our basic values and principles, and our buying practices.' Respond to this statement.

This reflection journal forms part of the summative assessment.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

In this subtask, accommodate students by simplifying some of the tasks (e.g., shortening the length, helping them choose the less complex individual assignments, minimizing/simplifying the expectations or components of the tasks). Teacher/student conferences may be used to review, edit, etc. The group work also helps students feel success in a few components of the culminating task as the collaboration of the group skills assists them in developing a stronger product.

Resources

Gr. 7 - Script Writing

Gr. 7 - Performance

BLM 10.1 Culminating Task for Media Unit BLM_10.1_TVMornNews_CulmTsk.cwk

BLM 10.2 Checklist for the Reflection Journal BLM_10.2_Journal_Checklist.cwk

Famous Frames, Inc. - Storyboard Artists

famousframes.com

Notes to Teacher

Assess throughout Process
The teacher conferences with groups and individuals as they are developing their culminating task components.

Self/Peer/Teacher Assessment
Peer assessment is suggested after students have had an opportunity to create and practise their culminating tasks. One group would give feedback to another group, and vice versa.

Time for revising the performance/scripts is necessary before the class performance. Peer and self-assessment is encouraged after each performance (two strengths and a next step or goal). This could be based on the rubric that each student has as a guideline, or the checklists and rating scales from previous lessons.

Use the grade-appropriate rubrics for each student for evaluation (Script Writing Rubric for the scripts, and Performance Rubric for the oral presentation). Summative assessment is used to evaluate the individual student's knowledge and skills.

Group collaboration can be assessed throughout the process, using BLM 1.6 Group Work Rubric. Encourage the students to self-assess throughout the process, using the rubric.

Journal Response
The Journal Response is the final reflection that students are evaluated on. BLM 10.2 Checklist for the Reflection Journal is used to evaluate this. Within the students' journal responses, the teacher should look for thorough details about the use of media techniques learned throughout the unit, especially with respect to the format of their segments, how they influence their audience, use of sound and images, the reasons behind their choices, use of Gospel values, and how they try to avoid bias.

Time needed for developing and performing the Culminating Task
Students require sufficient time to prepare their culminating tasks. The teacher should observe throughout the process to determine if students need more time to produce their culminating tasks. If appropriate, more time may be assigned for this subtask, either during Language or Drama lessons.

Special Interests Segment
It is optional for students to prepare a special interests segment. Although this has not been taught in the unit, the students have been taught how to analyse and apply other media forms through the components/segments of a TV morning news show. By expecting students to create a special interests segment, the teacher is able to assess how well students can synthesize their learning through the creation of a new media form. Another option would be to encourage only a few students to complete this component of the culminating task as an extension.

Teacher Reflections

Appendices

TV Morning News

Language

Resource List:

Blackline Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

TV Morning News

Language A Unit for Grade 7/8

Rubric

- ☐ **Gr. 7 - Performance** ST 10
  1
- ☐ **Gr. 7 - Script Writing** ST 6
  1
- ☐ **Gr. 7 - Script Writing** ST 10
  1

Blackline Master / File

- ☐ **BLM 1.1 Media Form Game** ST 1
  BLM_1.1_Media_Game.cwk
- ☐ **BLM 1.2 Media Centres** ST 1
  BLM_1.2_Media_Centres.cwk
- ☐ **BLM 1.3 Questionnaire for Media Centres** ST 1
  BLM_1.3_Media_Questions.cwk
- ☐ **BLM 1.4 Media Survey Questionnaire** ST 1
  BLM_1.4_Survey_Questions.cwk
- ☐ **BLM 1.5 Initial Assessment Checklist/Rating Scale** ST 1
  BLM_1.5_AssmntChklstRtScl.cwk
- ☐ **BLM 1.6 Group Work Rubric** ST 1
  BLM_1.6_GroupWorkRubric.cwk
- ☐ **BLM 1.7 Sample Letter** ST 1
  BLM_1.7_ParentSampleLetter.cwk
- ☐ **BLM 10.1 Culminating Task for Media Unit** ST 10
  BLM_10.1_TVMornNews_CulmTsk.cwk
- ☐ **BLM 10.2 Checklist for the Reflection Journal** ST 10
  BLM_10.2_Journal_Checklist.cwk
- ☐ **BLM 2.1 Deconstructing Bias in Media** ST 2
  BLM_2.1_Bias_RatingScale.cwk
- ☐ **BLM 2.2 Introduction to Gospel Values** ST 2
  BLM_2.2_GospelValuesIntro.cwk
- ☐ **BLM 3.1 Analysing a TV News Show** ST 3
  BLM_3.1_TVNwsShwAnalys.cwk
- ☐ **BLM 3.2 Comparing Two TV Morning News Shows** ST 3
  BLM_3.2_Comparing2TVMornNws.cwk
- ☐ **BLM 4.1 Comparing a Morning and Evening News Show** ST 4
  BLM_3.2_Comparing2TVMornNws.cwk
- ☐ **BLM 5.1 Comparing a Newspaper Article to a TV Morning News Report** ST 5
  BLM_5.1_NwsPpr_vs_TVNews.cwk
- ☐ **BLM 5.2 Analysing a Newspaper Article and a TV Morning News Report** ST 5
  BLM_5.2_Ppr_vs_TV_RtScl.cwk
- ☐ **BLM 9.1 Television News Interview Checklist** ST 9
  BLM_9.1_TVNwsIntrvewChklst.cwk

Print

- ☐ **Canadian Copyright Law 3rd edition** Unit
  Lesley Ellen Harris
  publisher: McGraw-Hill Ryerson: Toronto, 2001
  The book can be ordered at http://www.mcgrawhill.ca/copyrightlaw/
  This book contains the most recent Copyright legislation and amendments that refer to copying and viewing for educational purposes TV news shows.
- ☐ **Crossroads (gr. 7 &/or 8)** Unit
  Godfrey, J.; Carty, M.; Ouellette, M.
  ISBN 0-7715-1322-4
  Published by Gage Educational Publishing Company
  This anthology offers a unit of study on Media Perspectives.
- ☐ **Global Sense: A Leader's Guide to Games for Change** Unit
  Cech, Maureen
  ISBN 0-201-49488-4
  Publisher: Addison-Wesley (or presently called Pearson Education Canada), 1996
  -offers excellent interactive activities that build awareness of students' own biases and that challenge societal discrimination.
- ☐ **Inclusive Curriculum** Unit
  York University Centre for Feminist Research
  written by York University Centre for Feminist Research Conference on "Equity in the Classroom, Equity in the Curriculum" May 6-7, 1999
- ☐ **Language Arts: Survival Guide** Unit
  Editors: Margaret Iveson, Samuel Robinson
  ISBN 0-13-624354-1
  Available from Pearson Education Canada (originally published by Prentice-Hall Canada Inc. 1993 in Scarborough, Ontario).

  This resource includes excellent information on media under 'Creating and Viewing' pages 186-225.
- ☐ **Language & Writing (Gr. 7 or 8)** Unit
  Publisher: Nelson Thompson
  ISBN 0-17-606572-5
  Provides lessons on how to analyze and write various media forms.
- ☐ **Media Sense (Level 6)** Unit
  Booth, D.; Lewis, K.; Powrie, S.; Reeves, D.
  ISBN 0-7747-0552-3
  Publisher: Harcourt Canada, 55 Horner Avenue, Toronto, ON, Canada M8Z 4X6; Toll-Free Tel.: 1-800-387-7278
  -offers excellent information on media, advertising, popular culture, journalism, and assessing & evaluating media.
- ☐ **Teaching for Diversity and Social Justice: A Sourcebook** Unit
  Edited by Maurianne Adams, Lee Anne Bell, Pat Griffin
  Published by Routledge, New York: 1997

TV Morning News

Language A Unit for Grade 7/8

☐ **The Issues Collection: Gender Issues** **Unit**
Hofmann Nemiroff, Greta
ISBN0-07-551444-3
Published by McGraw-Hill
-other resources available in the Issues Collection: Popular Culture, Values, Wellness, Justice, Multiculturalism, Futures, etc.

☐ **We're Erasing Prejudice for Good (Gr. 7)** **Unit**
Elementary Teachers' Federation of Ontario

☐ **We're Erasing Prejudice for Good (Gr. 8)** **Unit**
Elementary Teachers' Federation of Ontario
-offers various novels and teaching strategies by the month to deal with the 'isms' of our society (Topics include Self-Esteem, Sharing Our Lives, Peace, Festivals of Light, Children's Rights, Untie the Knots of Prejudice, Local and Global Citizenship, True Worth and Beauty, Circles and Cycles

☐ **Writing Sense (grade 7 or 8)** **Unit**
Dube, J; Lewis, K.; Maly, R.; Whittles,A.
ISBN 0-7747-1444-1
Publisher: Harcourt Canada
-provides writing lessons for various media forms for the intermediate grades

Website

☐ **Bell Globe Media** **Unit**
http://www.bellglobemedia.com
Media ownership information
-source:
www.bce.ca/en/news/releases/bce/2001/01/09/5580.html

☐ **Canada's Media Awareness Web Site** **Unit**
http://www.media-awareness.ca/eng/
Media Ownership

☐ **CanWestGlobal** **Unit**
http://www.canwestglobalcom
Media Ownership information.
-source: www.canwestglobal.com/sitemap.html

☐ **Copyright Act** **Unit**
http://lois.justice.gc.ca/en/C-42/text.html
This website contains provisions 29.6 and 29.9 from the Canadian Copyright Law that refers to copying and viewing for educational purposes a TV news show.

☐ **Famous Frames, Inc. - Storyboard Artists** **ST 10**
http://www.famousframes.com

☐ **famousframes.com** **ST 10**
http://www.storyboardonline.com

☐ **Media owned by Torstar Corp.** **Unit**
http://www.torstar.com/corporate

☐ **Media owned by Trough Hollinger** **Unit**
http://www.nationalpost.com/contactus.hollingersites.html

☐ **Media Ownership** **Unit**
http://www.media-awareness.ca/eng/issues/mediaown/chain.htm
media ownership: Power Corporation, Brunswick News Inc. (Irving Family), Halifax Herald Ltd., Annex Publishing Inc., Independents, Horizon Inc. (Chicago)

Media Form Game: 'Media Ban!'

Media Form: Newspaper Column **Words that players cannot use:** news paper article column opinion fact	**Media Form: Newspaper Article** **Words that players cannot use:** news paper article reporter opinion fact
Media Form: TV Sitcom **Words that players cannot use:** situation comedy television show laugh	**Media Form: TV Drama** **Words that players cannot use:** television show serious real life situations
Media Form: TV Talk Show **Words that players cannot use:** host guest talking discussing monologue late night	**Media Form: TV Morning News** **Words that players cannot use:** anchor interview news weather guest
Media Form: TV Commercials **Words that players cannot use:** advertisements slogan actor logo sell buy	**Media Form: Magazine articles** **Words that players cannot use:** news information writer opinion fact

Media Form: Magazine Ads **Words that players cannot use:** advertisements slogan pictures model commercials logo sell buy	**Media Form: Advice Column** **Words that players cannot use:** letter suggestion help Ann Landers newspaper
Media Form: Internet **Words that players cannot use:** computer website search engine address http//:www com/.ca	**Media Form: Radio Program** **Words that players cannot use:** news music sports weather airwaves (any numbers or letters representing a station)
Media Form: Gossip Column **Words that players cannot use:** celebrity article information rumour	**Media Form: Billboards** **Words that players cannot use:** sign advertisements models slogan logo big
Media Form: _____ **Words that players cannot use:**	**Media Form:** _____ **Words that players cannot use:**

Game Instructions

Object of the Game: The team who guesses the media forms in the least amount of time wins the game.

Number of players: 4 to 12 (2 teams of 2 to 6 on each team)

Instructions:

1. Assign a time keeper for each team who will time 1 minute when the other team is guessing.

2. A team member selects a game card. The player must give clues to the team about the media form on the game card without using any word or part of any word in the media form name or any of the words shown on the game card.

Note: A player from the other team should sit beside the player giving the clues to make sure the prohibited words are not used.

3. The rest of the team must guess what the media form is within the 1 minute. The number of seconds it takes the team to guess the media form is recorded. If it is not guessed, 60 seconds is recorded. If a prohibited word is used, the team's turn ends and 60 seconds is recorded for the turn. After each card in the game is played, each team adds up the seconds.

The team with the least amount of time in seconds wins the game.

Reflect and discuss after the game

After playing the game, reflect on the following:

a) Which media form was the easiest to guess and why?
b) Which media form was the most difficult to guess and why?

Media Centres
(Teacher Information)

Preparing Media Centres
Collect some or all of the following items to create centres for different media forms.

Radio
- a radio (playing any station) or a picture of a radio
- advertisements for radio stations
- CD's of various types of music
- pictures of sports, political news, interviews
- storybooks, etc.

Advertisements
- various magazine ads
- various newspaper ads
- TV with commercials playing

Morning News
- TV turned on showing morning news show
- pictures of various morning news show anchors
- pictures of interviews or famous people (e.g., politicians, entertainers, etc.)
- pictures of sports, news, entertainers, movies, cooking, etc.

Sitcoms (and/or dramas)
- pictures of sitcom/drama stars and/or scenes from their TV shows
- gossip magazines (e.g., The National Enquirer)
- TV turned on showing a sitcom/drama

Newspapers
- front page of two or more different newspapers
- various sections from at least two different newspapers
- clippings of some of all of the following: newspaper article, newspaper column, gossip column, advice column, letters to the editor, editorial, etc.

Talk Shows
- TV turned on and showing a talk show
- pictures of various TV talk show hosts

Magazines
- front covers and table of contents of at least two different magazines
- various magazines (fashion, sports, cooking, etc.)
- clippings of some or all of the following: featured articles, advertisements, section regular to every issue of a magazine

Internet
- a computer
- various websites printed or showing on the computer
- various website addresses or search engine addresses

Questionnaire for Media Centres

Centre #_____

1) What is the media form?_____

2) What is the format of this media form? _____

3) Who creates it? _____

4) Who presents it? _____

5) Who is the intended audience (for one of the products)?
Product: _____ Audience: _____

6) What is the purpose of the media form? _____

_____

_____

_____

Centre #_____

1) What is the media form?_____

2) What is the format of this media form? _____

3) Who creates it? _____

4) Who presents it? _____

5) Who is the intended audience (for one of the products)?
Product: _____ Audience: _____

6) What is the purpose of the media form? _____

_____

_____

_____

Media Survey Questionnaire

Read each question and complete the survey by checking the column that best describes your use of media.

	Daily	A few times a week	Once a week	Rarely
Print Media **Newspaper** 1. I read newspaper articles.				
2. I read newspaper columns and/or editorials.				
Magazines 3. I read magazines.				
Internet 4. I use the Web.				
Radio 5. I listen to the news on the radio.				
6. I listen to the weather on the radio.				
7. I listen to music on the radio.				
Television 8. I watch TV sitcoms/dramas.				
9. I watch TV news shows.				
10. I watch TV talk shows.				
11. I watch TV movies.				
Cinema 12. I go to the movie theatre.				
Theatre/Arenas 13. I go to plays/operas/symphonies/ concerts/games.				

Initial Assessment Checklist/Rating Scale

Use checkmarks and x's for the checklist, or a rating scale of 1 to 4.

Name of Student	- knowledge of media works (games/centers)	- ability to communicate details of media works	- survey: tallying skills	- graphing skills	- response journals: understands graph details	- response journal on media influence

Group Work Rubric

Student Name: _____ **Group Name:** _____

Oral & Visual Communication Expectation: The students contribute and work constructively in groups.

Group Work Criteria	Level 1	Level 2	Level 3	Level 4
Participation (everyone talked or wrote about the group's ideas)	Few, if any, took part in the group discussion.	Some took part in the group discussion	Many took part in the group discussion.	Everyone took part in the group discussion.
Listening (looked at person speaking, one person spoke at a time)	Few listening skills were used by the group.	Some listening skills were used by the group.	Most of the listening skills were used by the group.	All of the listening skills were used by the group.
Responses were on topic and supportive	Responses were rarely on topic. There were few respectful responses to others' ideas	Some responses were on topic. There were some respectful responses to others' ideas	Most responses were on topic. There were mostly respectful responses to others' ideas.	All or almost all responses were on topic. There were always respectful responses to others' ideas.
Voice Level	Group needed many reminders to keep voice levels low.	Group needed some reminders to keep voice levels low.	Group needed a few reminders to keep voice levels low.	Group kept voice level low throughout time assigned.
Staying on Task to Completion	Few stayed on task. Little of the assignment was completed.	Some stayed on task. Half to most of the assignment was completed.	Many stayed on task. The assignment was completed.	All stayed on task. The assignment was completed.

I like the way we/I_____

_____

Next time our group will_____

_____

Sample Letter

Date: _____

Dear Parent/Guardian,

For the next few weeks, the grade 7/8 class is studying a media unit '**TV Morning News Shows**.' The students will be analysing and creating various media forms such as TV news shows and newspapers that deal with global, national, and local news. With the increasing influence of media on our lives, this is a crucial part of any child's education today.

Although much of the media viewing and analysis will be done in class during this unit, students will be asked to view TV news shows at home and to choose newspaper articles for classroom activities. It would also be beneficial for you to have family discussions with your child on the influence of media on our daily lives.

If you have any questions regarding this unit of study on media, please do not hesitate to call me at the school before or after class time.

Thank you again for your continued support.

Sincerely,

Deconstructing Bias in Media

Rating Scale:
1 - not evident
2 - somewhat evident
3 - clearly evident

1)	Does the medium portray the diversity and uniqueness of various peoples and cultures?	1	2	3
2)	Does the medium present a variety of positive and healthy role models for both genders, i.e., non-stereotypical?	1	2	3
3)	Does the medium promote only one point of view - either a personal one or that of a specific group?	1	2	3
4)	Are people of all shapes, sizes, and appearances portrayed as having a wide range of abilities and being accepted in society?	1	2	3
5)	Does the medium portray people with physical or developmental challenges as able and contributing members of society?	1	2	3

Other Observations:

_____

_____

_____

_____

_____

BLM 2.2

Introduction to Gospel Values

Jesus and the Christian community provide us with key values that are important for living our Christian faith.
The chart below includes a number of Gospel values. Do the following:
1) Look up the Gospel passage assigned to your group.
2) Read it.
3) Summarize the passage on a separate sheet of paper.
4) Explain how the Gospel value is exemplified in Jesus' life.
5) Describe a time when you have experienced and/or demonstrated this value in your own life.

	The Values	In Jesus' Life	In my Life
1.	Be just to all.	JN. 8:1-11	
2.	Forgive as you have been forgiven.	MAT. 18:21-35	
3.	Care for those in need.	LK. 10:25-37	
4.	Be honest in all dealings.	MAT. 23:1-5	
5.	Treat everyone as an individual.	JN. 4:4-29	
6.	Be a person of peace.	MAT. 5:38-42	
7.	Respect life.	LK. 13:10-17	

Analysing a TV News Show

Criteria	
Format (broadcast sequencing and times)	1.Intro_____ 2. _____ 3. _____ 4._____ 5._____ 6. _____ 7. _____ 8. _____ 9. _____
Set Design	(background, furniture, lighting, seating arrangements/proximity to interviewer, etc.)
Camera Angles	(e.g., pan: move a camera laterally; zoom: to move in close or back away; track: camera stays with moving person or thing; tilt: to create interesting angles and effects)
Camera Transitions	(e.g., fade in/out: to go gradually from dark to light/light to dark; dissolve: one scene blends into another)
Camera Shots	(e.g., LS: long shot shows the setting; MD: middle distance shot shows persons; CU: close-up, head and neck of one person; MCU: medium close-up, body of one person; POV: point of view, where or who camera eye seems to be)
Sound (sound bites)	(e.g., V/O: voice-over unseen narrator; music; etc.)

Comparing a Morning and Evening News Show

Criteria	Similarities	Differences	
		Show #1	Show #2
Format			
Camera Angles and Sound			
Set Design			
Diversity of people represented (shapes,sizes, appearances, gender)			
Perspective/ Bias (stereotypes, inclusion/ exclusion of various groups, 'Whose side are they on?')			
Gospel Values (Which ones are present?)			

Comparing a Newspaper Article to a TV Morning News Report

Criteria	Similarities	Differences	
		Newspaper Article	TV News
Report Language			
Report Format			
Visual Techniques (e.g., images, set, props, camera angles, anchors' appearance and use of expression)			
Content How are the 5W's handled?			
Perspective (stereotypes, inclusion/ exclusion of various groups, 'Whose side are they on?')			
Appeal to intended audience			

Analysing a Newspaper Article and a TV Morning News Report

Student Name: _____ Date: _____

Criteria

- analyzes various media forms
- describes the advantages and disadvantages of various media forms
- uses a visual organizer to demonstrate knowledge and skills in analysis

	YES	NO	Comments
1. Uses a comparison chart appropriately			
2. Identifies the differences between newspaper articles and TV morning news reports			
3. Identifiies the differences in TV morning news reports from newspaper articles			
4. Identifies the similarities between newspaper articles and television morning news reports			
5. Describes the advantages and disadvantages of newspaper articles using supporting details			
6. Describes the advantages and disadvantages of TV morning news reports using supporting details			

Television News Interview Checklist

		Y	N	Comment
1)	Are the introductions of the interviewer and the interviewees sensitive to the dignity and importance of both parties?			
2)	Is the order of questioning fair to both parties?			
3)	Is the time allocated to each interviewee equitable?			
4)	Is there a conclusion to the interview? e.g., thanking both parties			
5)	Is the language or tone of the interview questions and comments by the interviewer equitable to both parties?			
6)	Are the questions addressed to each of the interviewees of an equitable level of challenge?			
7)	Are the queston open-ended and/or purposeful for the audience?			
8)	Do the interviewees' answers demonstrate an understanding and respect for the 2 sides of the issue?			
9)	In an interview, there is an advantage to the one who starts and/or the one who finishes. Does the interviewee who answers the first question also comment last?			
10)	Is the seating and proximity to the interviewer equitable to each interviewee?			
11)	Do the facial expressions or the body language of the interviewer or the interviewees demonstrate a bias for one side of the issue?			
12)	Does the script or videotape of the interview use camera angles that demonstrate equity among the interviewees and the interviewer? (e.g., eye level, not higher or lower than another, shows most or all of their faces)			

On the back of this worksheet, reflect on any 'no' responses and the difficulties in making the interview unbiased.

BLM 10.1

Culminating Task for Intermediate Media Unit
TV Morning News Show

Description

You and your group are applying for the job of a TV Morning News Show team. You will create and perform a 5 - 10 minute segment of a morning television news show for the producers of the network.
You will work in pairs or groups of three to create a group introduction to the news show which includes an agenda outlline for a half-hour show and a friendly discussion among the team.
Each group member chooses to do one of the following:

-a 1-3 minute news segment (local, national, and/or global);
-a 1-3 minute interview (entertainers, politicians, sports figures, etc.);
-a 1-3 minute special-interest segment (cooking, shopping, fashion, gardening, etc.);
-or other teacher-approved segment.

Transitions from one segment to another should be smooth with a short introduction to each.

The performance can either be videotaped or performed in person for the producers of the show.

Assessment

- individual performances (e.g., performance of introduction and individual segment)
- individual plan, written script of chosen assignment, and a journal reflection
- group storyboard plan (optional)
- group performance for broadcast introduction
- group collaboration

Date of Performance: _____

Checklist for the Reflection Journal

Student Name: _____ Date: _____

Criteria

7e54 and **8e53** - analyze and interpret media works explaining the following: the inclusion of Gospel values, creating the format of the TV media segments, the attempt to influence the audience, presentation techniques, the use of sound and images, etc., and the reasons behind the choices.

Ratings Description

1 = limited understanding and application of concepts and skills
2 = some understanding and application of concepts and skills
3 = general understanding and application of concepts and skills
4 = thorough understanding and application of concepts and skills

The student:	Yes	No	Comments
1) explains the challenges in creating and presenting the culminating task and how the problems were resolved;			
2) describes in detail how the Gospel values were incorporated into the student's performance(s);			
3) explains the media techniques (both in content, format, and presentation) used for the student's assignment and the purpose behind them;			
4) assesses the strengths of the performance(s) with supporting details, and appropriate next steps;			
5) explains how the unit of study will influence future understanding and interpretation of new information in the media;			
6) responds to statement regarding how media influences and interprets personal view of the world, basic values and principles, and future buying practices.			

Student Name:_____
Date:_____

Gr. 7 - Script Writing

for use with Subtask 6 : Creating a Canadian TV News Report
from the Grade 7/8 Unit: **TV Morning News**

Expectations for this Subtask to Assess with this Rubric:

7e6 • produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic);

7e7 • revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;

7e55 • create a variety of media works;

7a60 – write in role in various forms (e.g., reports, speeches, interviews), showing their understanding of the complexity of a dramatic situation, and using appropriate vocabulary, tone, and voice for the character portrayed;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning - answers 5 W's and How for TV news segments - develops ideas for improvised intro. - avoids bias, is factual/persuasive	– using a few simple ideas – with limited understanding	– using a variety of simple and related ideas – with somewhat limited understanding	– using ideas of some complexity – with general understanding	– using complex ideas – with thorough understanding
Communication - clear and precise - appropriate language and visuals for audience and purpose of TV morning news show - sensitive to others	– unclearly – inconsistent language for the audience and the purpose	– with some clarity and some precision – some consistency of language for the audience and the purpose	– clearly and precisely – with a somewhat complex form	– clearly, precisely, and engaging – with a complex form
Organization of ideas - all required components of TV Morning News Show are included, appropriate and logical in sequence	– incompletely	– in a mechanical and sequential way	– appropriately and logically	– appropriately and in complex and logical ways
Application of language conventions - appropriate for script form and style, grammar, punctuation, and spelling	– using a few of the conventions studied – with several major errors and/or omissions	– using at least half of the conventions studied – with several minor errors and/or omissions	– using most of the conventions studied – with a few minor errors and/or omissions	– using all the conventions studied, in a wide variety of contexts – with practically no minor errors and/or omissions
Process - revises work based on content and elements of style - uses feedback from others - edits appropriately	– uses a few simple revision skills – feedback from others is not used or considered, or it is used inappropriately	– uses some simple revision skills – feedback from others is used or considered somewhat appropriately	– uses some complex revision skills – feedback from others is used or considered appropriately	– uses complex revision skills – feedback from others is used or considered appropriately and extended independently

Gr. 7 - Script Writing

Student Name:_____ **for use with Subtask 10 : Performing a Morning Television News Show**

Date:_____ from the Grade 7/8 Unit: **TV Morning News**

Expectations for this Subtask to Assess with this Rubric:

7e1 • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);

7e6 • produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic);

7e7 • revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;

7e55 • create a variety of media works;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning - answers 5 W's and How for TV news segments; - develops ideas for improvised intro. - avoids bias, is factual/persuasive	– using a few simple ideas – with limited understanding	– using a variety of simple and related ideas – with somewhat limited understanding	– using ideas of some complexity – with general understanding	– using complex ideas – with thorough understanding
Communication - clear and precise; - appropriate language and visuals for audience and purpose of TV morning news show - sensitive to others	– unclearly – inconsistent language for the audience and the purpose	– with some clarity and some precision – some consistency of language for the audience and the purpose	– clearly and precisely – with a somewhat complex form	– clearly, precisely, and engaging – with a complex form
Organization of ideas - all required components of TV Morning News Show are included, appropriate and logical in sequence	– incompletely	– in a mechanical and sequential way	– appropriately and logically	– appropriately and in complex and logical ways
Application of language conventions - appropriate for script form and style, grammar, punctuation, and spelling	– using a few of the conventions studied – with several major errors and/or omissions	– using at least half of the conventions studied – with several minor errors and/or omissions	– using most of the conventions studied – with a few minor errors and/or omissions	– using all the conventions studied, in a wide variety of contexts – with practically no minor errors and/or omissions
Process - revises work based on content and elements of style - uses feedback from others - edits appropriately	– uses a few simple revision skills – feedback from others is not used or considered, or it is used inappropriately	– uses some simple revision skills – feedback from others is used or considered somewhat appropriately	– uses some complex revision skills – feedback from others is used or considered appropriately	– uses complex revision skills – feedback from others is used or considered appropriately and extended independently

Student Name:_____ **for use with Subtask 10 : Performing a Morning Television News Show**
Date:_____ from the Grade 7/8 Unit: **TV Morning News**

Expectations for this Subtask to Assess with this Rubric:

7e26 • read aloud, showing understanding of the material and awareness of the audience;

7e55 • create a variety of media works;

7e61 – rehearse and revise their material before making a presentation (e.g., reorder ideas, change the conclusion);

7e62 – identify some of the ways in which non-verbal communication techniques (e.g., tone of voice and body language) can affect audiences, and use these techniques in their own speech to arouse and maintain interest, and convince and persuade their listeners;

7a70 – assemble, rehearse, and perform a collection of drama and dance works based on themes and issues drawn from a variety of sources from diverse cultures;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning - offers engaging ideas/info that reflect Gospel values - rehearses and revises with attention to details and perspective in media	– using a few simple ideas – with limited understanding	– using a variety of simple and related ideas – with somewhat limited understanding – evidence of rehearsal or revisions	– using ideas of some complexity – with general understanding – evidence of rehearsal and revisions	– using complex ideas – with thorough understanding – demonstrates complex global concepts
Organization of ideas - effective, logical sequence of TV Morning News Show for the purpose (intro., agenda, chosen media work)	– incompletely – inappropriate form – for simple purpose	– in a mechanical and sequential way – somewhat inappropriate form – for a somewhat simple purpose	– appropriately and logically – appropriate form of news show – for a purpose of some complexity	– appropriately and in complex and logical ways – appropriate form – for a complex purpose and context
Knowledge - understands complexity of reading in role, of appropriate visuals, props, set design, sounds	– shows understanding of few of the concepts	– shows understanding of some of the concepts	– shows understanding of most of the concepts	– shows understanding of all (or almost all) of the concepts
Performance and creative work - effective reading, use of timing, eye contact, expression tone, body language, awareness of audience	– applies few of the skills, concepts, and techniques taught – performs and creates only in limited and incomplete ways – uses tools, equipment, materials, and instruments correctly only with assistance – rarely shows awareness of safety procedures	– applies some of the skills, concepts, and techniques taught – occasionally performs and creates in complete ways – uses tools, equipment, materials, and instruments correctly with frequent assistance – sometimes shows awareness of safety procedures	– applies most of the skills, concepts, and techniques taught – usually performs and creates in complete ways – uses tools, equipment, materials, and instruments correctly with only occasional assistance – usually shows awareness of safety procedures	– applies all (or almost all) of the skills, concepts, and techniques taught – consistently performs and creates in well-developed ways – uses tools, equipment, materials, and instruments with little or no assistance – consistently shows awareness of safety procedures
Communication: effective use of language, engages audience appropriately with verbal and non-verbal communication, media technology, purpose is clear	– communicates only in limited and incomplete ways – purpose/message is unclear	– occasionally communicates in complete ways – purpose/message is somewhat clear	– usually communicates in complete ways – purpose/message is clear and precise	– consistently communicates in well-developed ways – purpose/message is very clear and precise, confident

TV Morning News

Language A Unit for Grade 7/8

		Selected	Assessed
English Language---Writing			
☐ 7e1	• communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);	2	1
☐ 7e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions);	2	
☐ 7e3	• organize information to develop a central idea, using well-linked and well-developed paragraphs;	1	
☐ 7e6	• produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic);		2
☐ 7e7	• revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;	1	2
English Language---Reading			
☐ 7e26	• read aloud, showing understanding of the material and awareness of the audience;		1
☐ 7e38	– identify various forms of writing and describe their key features (e.g., novels, short stories, biographies, scripts, plays, essays);	1	
English Language---Oral and Visual Communication			
☐ 7e50	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;	4	
☐ 7e51	• contribute and work constructively in groups;	1	
☐ 7e53	• identify various types of media works and a variety of the techniques used in them;	4	1
☐ 7e54	• analyse and interpret media works;	6	1
☐ 7e55	• create a variety of media works;	2	2
☐ 7e61	– rehearse and revise their material before making a presentation (e.g., reorder ideas, change the conclusion);	2	1
☐ 7e62	– identify some of the ways in which non-verbal communication techniques (e.g., tone of voice and body language) can affect audiences, and use these techniques in their own speech to arouse and maintain interest, and convince and persuade their listeners;	1	1
☐ 7e63	– use eye contact, variations in pace, appropriate gestures, and such devices as the "pause for effect" in presentations;	2	1
☐ 7e64	– listen and respond constructively to alternative ideas or viewpoints;	2	
☐ 7e66	– analyse factors that contribute to the success, or lack of success, of a discussion;	1	
☐ 7e67	– identify and describe categories of works typical of a particular medium (e.g., television – sitcom, talk show, news broadcast, interview, children's program, commercial);	2	1
☐ 7e68	– describe the function of different elements in magazines and newspapers (e.g., headline, photograph, regular column, feature article, editorial);	2	
☐ 7e69	– describe and explain how sound and image work together to create an effect (e.g., sound track and film images);	1	
☐ 7e70	– create a variety of media works (e.g., a class newspaper, a story board, a radio documentary).	1	
Mathematics---Data Management and Probability			
☐ 7m81	• systematically collect, organize, and analyse data;	1	
☐ 7m91	– collect and organize data on tally charts and stem-and-leaf plots, and display data on frequency tables, using simple data collected by the students (primary data) and more complex data collected by someone else (secondary data);	1	
☐ 7m92	– understand how tally charts and frequency tables can be used to record data;	1	
☐ 7m97	– describe in their own words information presented on tally charts, stem-and-leaf plots, and frequency tables;	1	
The Arts---Drama & Dance			
☐ 7a60	– write in role in various forms (e.g., reports, speeches, interviews), showing their understanding of the complexity of a dramatic situation, and using appropriate vocabulary, tone, and voice for the character portrayed;	1	2
☐ 7a70	– assemble, rehearse, and perform a collection of drama and dance works based on themes and issues drawn from a variety of sources from diverse cultures;		1
☐ 7a73	– identify performance techniques that have an effect on the audience's emotions and senses (e.g., senses of hearing and sight), and evaluate their use in a performance;		1
English Language---			
☐ 8e1	• communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);	2	1
☐ 8e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to write technical instructions, to clarify personal concerns, to explore social issues, to develop imaginative abilities);	2	

TV Morning News

Language A Unit for Grade 7/8

		Selected	Assessed
☐ 8e5	• produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);		2
☐ 8e6	• produce media texts using writing and materials from other media (e.g., a video documentary on an environmental issue);		1
☐ 8e7	• revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;	1	2
☐ 8e20	– select and use their words with increasing sophistication and effectiveness;	1	

English Language---Reading

☐ 8e25	• read aloud, showing understanding of the material and awareness of the audience;		1
☐ 8e33	– make judgements and draw conclusions about ideas in written materials on the basis of evidence;	1	

English Language---Oral and Visual Communication

☐ 8e49	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;	5	
☐ 8e50	• contribute and work constructively in groups;	1	1
☐ 8e52	• identify a wide range of media works and describe the techniques used in them;	4	1
☐ 8e53	• analyse and interpret media works;	6	
☐ 8e54	• create media works of some technical complexity;	2	2
☐ 8e59	– use tone of voice and body language to clarify meaning during conversations and presentations;	3	1
☐ 8e61	– use resource materials (e.g., visual aids) to illustrate ideas in presentations;	1	
☐ 8e62	– contribute collaboratively in group situations by asking questions and building on the ideas of others;	1	
☐ 8e63	– work with members of their group to establish clear purposes and procedures for solving problems and completing projects;	1	
☐ 8e64	– identify and analyse the formulas used in different categories of media works (e.g., a talk show – opening monologue, humorous discussion between host and "sidekick", guest interview, interaction with the audience, special performances);	2	
☐ 8e65	– describe a media work, outlining its different parts and the steps and choices involved in planning and producing it;	1	
☐ 8e66	– evaluate the effectiveness of various informational media works (e.g., a website on the Internet, a documentary film, television or radio news programs, news magazines);	1	1

Mathematics---Data Management and Probability

☐ 8m91	• systematically collect, organize, and analyse primary data;	1	
☐ 8m97	– collect primary data using both a whole population (census) and a sample of classmates, organize the data on tally charts and stem-and-leaf plots, and display the data on frequency tables;	1	
☐ 8m104	– discuss trends in graphs to clarify understanding and draw conclusions about the data;	1	

The Arts---Drama & Dance

☐ 8a44	• critique, orally and in writing, their own and others' work in drama and dance, using criteria developed independently and in a group;	1	
☐ 8a47	– demonstrate understanding of the appropriate use of the voice, gestures, and the level of language in different dramatic situations;	1	
☐ 8a49	– write in role in various forms (e.g., monologues, speeches, radio or television broadcasts), showing understanding of the complexity of a dramatic situation and using appropriate vocabulary, tone, and voice for the character portrayed;		1
☐ 8a54	– write in role, analysing the subtext of a script and the attitudes and points of view of the characters portrayed;		1
☐ 8a58	– select appropriate themes that deal with specific situations and that are aimed at a specific audience;		1
☐ 8a63	– evaluate the overall effect of a performance in drama and dance, analysing the key elements;	1	
☐ 8a66	– dramatize material that they have researched from primary sources (e.g., historical documents), and use it effectively in presenting documentary scenes.	1	

TV Morning News

Language A Unit for Grade 7/8

Expectation Summary

Selected | Assessed

English Language

7e1	2	1	7e2	2	7e3	1	7e4		7e5		7e6	2	7e7	1	2	7e8		7e9		7e10	
7e11			7e12		7e13		7e14		7e15		7e16		7e17			7e18		7e19		7e20	
7e21			7e22		7e23		7e24		7e25		7e26	1	7e27			7e28		7e29		7e30	
7e31			7e32		7e33		7e34		7e35		7e36		7e37			7e38	1	7e39		7e40	
7e41			7e42		7e43		7e44		7e45		7e46		7e47			7e48		7e49		7e50	4
7e51	1		7e52		7e53	4	1	7e54	6	1	7e55	2	2	7e56		7e57		7e58		7e59		7e60	
7e61	2	1	7e62	1	1	7e63	2	1	7e64	2		7e65		7e66	1	7e67	2	1	7e68	2	7e69	1	7e70	1

French as a Second Language

7f1	7f2	7f3	7f4	7f5	7f6	7f7	7f8	7f9	7f10
7f11	7f12	7f13	7f14	7f15	7f16	7f17			

Mathematics

7m1	7m2	7m3	7m4	7m5	7m6	7m7	7m8	7m9	7m10
7m11	7m12	7m13	7m14	7m15	7m16	7m17	7m18	7m19	7m20
7m21	7m22	7m23	7m24	7m25	7m26	7m27	7m28	7m29	7m30
7m31	7m32	7m33	7m34	7m35	7m36	7m37	7m38	7m39	7m40
7m41	7m42	7m43	7m44	7m45	7m46	7m47	7m48	7m49	7m50
7m51	7m52	7m53	7m54	7m55	7m56	7m57	7m58	7m59	7m60
7m61	7m62	7m63	7m64	7m65	7m66	7m67	7m68	7m69	7m70
7m71	7m72	7m73	7m74	7m75	7m76	7m77	7m78	7m79	7m80
7m81 1	7m82	7m83	7m84	7m85	7m86	7m87	7m88	7m89	7m90
7m91 1	7m92 1	7m93	7m94	7m95	7m96	7m97 1	7m98	7m99	7m100
7m101	7m102	7m103	7m104	7m105	7m106	7m107	7m108	7m109	

Science and Technology

7s1	7s2	7s3	7s4	7s5	7s6	7s7	7s8	7s9	7s10
7s11	7s12	7s13	7s14	7s15	7s16	7s17	7s18	7s19	7s20
7s21	7s22	7s23	7s24	7s25	7s26	7s27	7s28	7s29	7s30
7s31	7s32	7s33	7s34	7s35	7s36	7s37	7s38	7s39	7s40
7s41	7s42	7s43	7s44	7s45	7s46	7s47	7s48	7s49	7s50
7s51	7s52	7s53	7s54	7s55	7s56	7s57	7s58	7s59	7s60
7s61	7s62	7s63	7s64	7s65	7s66	7s67	7s68	7s69	7s70
7s71	7s72	7s73	7s74	7s75	7s76	7s77	7s78	7s79	7s80
7s81	7s82	7s83	7s84	7s85	7s86	7s87	7s88	7s89	7s90
7s91	7s92	7s93	7s94	7s95	7s96	7s97	7s98	7s99	7s100
7s101	7s102	7s103	7s104	7s105	7s106	7s107	7s108	7s109	7s110
7s111	7s112	7s113	7s114	7s115	7s116	7s117	7s118	7s119	7s120
7s121	7s122	7s123	7s124	7s125	7s126	7s127	7s128	7s129	7s130
7s131									

History

7h1	7h2	7h3	7h4	7h5	7h6	7h7	7h8	7h9	7h10
7h11	7h12	7h13	7h14	7h15	7h16	7h17	7h18	7h19	7h20
7h21	7h22	7h23	7h24	7h25	7h26	7h27	7h28	7h29	7h30
7h31	7h32	7h33	7h34	7h35	7h36	7h37	7h38	7h39	7h40
7h41	7h42	7h43	7h44	7h45	7h46	7h47	7h48	7h49	7h50
7h51	7h52	7h53	7h54	7h55	7h56	7h57			

Geography

7g1	7g2	7g3	7g4	7g5	7g6	7g7	7g8	7g9	7g10
7g11	7g12	7g13	7g14	7g15	7g16	7g17	7g18	7g19	7g20
7g21	7g22	7g23	7g24	7g25	7g26	7g27	7g28	7g29	7g30
7g31	7g32	7g33	7g34	7g35	7g36	7g37	7g38	7g39	7g40
7g41	7g42	7g43	7g44	7g45	7g46	7g47	7g48	7g49	7g50
7g51	7g52	7g53	7g54	7g55	7g56	7g57	7g58	7g59	7g60
7g61	7g62	7g63	7g64						

Health & Physical Education

7p1	7p2	7p3	7p4	7p5	7p6	7p7	7p8	7p9	7p10
7p11	7p12	7p13	7p14	7p15	7p16	7p17	7p18	7p19	7p20
7p21	7p22	7p23	7p24	7p25	7p26	7p27	7p28	7p29	7p30
7p31	7p32	7p33	7p34	7p35	7p36	7p37	7p38	7p39	7p40
7p41	7p42								

The Arts

7a1	7a2	7a3	7a4	7a5	7a6	7a7	7a8	7a9	7a10
7a11	7a12	7a13	7a14	7a15	7a16	7a17	7a18	7a19	7a20
7a21	7a22	7a23	7a24	7a25	7a26	7a27	7a28	7a29	7a30
7a31	7a32	7a33	7a34	7a35	7a36	7a37	7a38	7a39	7a40
7a41	7a42	7a43	7a44	7a45	7a46	7a47	7a48	7a49	7a50
7a51	7a52	7a53	7a54	7a55	7a56	7a57	7a58	7a59	7a60 1 2
7a61	7a62	7a63	7a64	7a65	7a66	7a67	7a68	7a69	7a70 1
7a71	7a72	7a73 1	7a74	7a75	7a76	7a77	7a78		

TV Morning News

Language A Unit for Grade 7/8

Expectation Summary

Selected | Assessed

English Language

8e1	2	1	8e2	2	8e3		8e4		8e5	2	8e6	1	8e7	1	2	8e8		8e9		8e10	
8e11			8e12		8e13		8e14		8e15		8e16		8e17			8e18		8e19		8e20	1
8e21			8e22		8e23		8e24		8e25	1	8e26		8e27			8e28		8e29		8e30	
8e31			8e32		8e33	1	8e34		8e35		8e36		8e37			8e38		8e39		8e40	
8e41			8e42		8e43		8e44		8e45		8e46		8e47			8e48		8e49	5	8e50	1 1
8e51			8e52	4 1	8e53	6	8e54	2 2	8e55		8e56		8e57			8e58		8e59	3 1	8e60	
8e61	1		8e62	1	8e63	1	8e64	2	8e65	1	8e66	1 1	8e67								

French as a Second Language

8f1	8f2	8f3	8f4	8f5	8f6	8f7	8f8	8f9	8f10
8f11	8f12	8f13	8f14	8f15	8f16	8f17			

Mathematics

8m1	8m2	8m3	8m4	8m5	8m6	8m7	8m8	8m9	8m10
8m11	8m12	8m13	8m14	8m15	8m16	8m17	8m18	8m19	8m20
8m21	8m22	8m23	8m24	8m25	8m26	8m27	8m28	8m29	8m30
8m31	8m32	8m33	8m34	8m35	8m36	8m37	8m38	8m39	8m40
8m41	8m42	8m43	8m44	8m45	8m46	8m47	8m48	8m49	8m50
8m51	8m52	8m53	8m54	8m55	8m56	8m57	8m58	8m59	8m60
8m61	8m62	8m63	8m64	8m65	8m66	8m67	8m68	8m69	8m70
8m71	8m72	8m73	8m74	8m75	8m76	8m77	8m78	8m79	8m80
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8m91 1	8m92	8m93	8m94	8m95	8m96	8m97 1	8m98	8m99	8m100
8m101	8m102	8m103	8m104 1	8m105	8m106	8m107	8m108	8m109	8m110
8m111	8m112	8m113	8m114	8m115	8m116	8m117	8m118	8m119	8m120
8m121	8m122								

Science and Technology

8s1	8s2	8s3	8s4	8s5	8s6	8s7	8s8	8s9	8s10
8s11	8s12	8s13	8s14	8s15	8s16	8s17	8s18	8s19	8s20
8s21	8s22	8s23	8s24	8s25	8s26	8s27	8s28	8s29	8s30
8s31	8s32	8s33	8s34	8s35	8s36	8s37	8s38	8s39	8s40
8s41	8s42	8s43	8s44	8s45	8s46	8s47	8s48	8s49	8s50
8s51	8s52	8s53	8s54	8s55	8s56	8s57	8s58	8s59	8s60
8s61	8s62	8s63	8s64	8s65	8s66	8s67	8s68	8s69	8s70
8s71	8s72	8s73	8s74	8s75	8s76	8s77	8s78	8s79	8s80
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8s121	8s122	8s123	8s124	8s125	8s126	8s127	8s128	8s129	8s130
8s131	8s132	8s133	8s134	8s135	8s136	8s137	8s138	8s139	8s140
8s141	8s142	8s143	8s144	8s145	8s146	8s147	8s148		

History

8h1	8h2	8h3	8h4	8h5	8h6	8h7	8h8	8h9	8h10
8h11	8h12	8h13	8h14	8h15	8h16	8h17	8h18	8h19	8h20
8h21	8h22	8h23	8h24	8h25	8h26	8h27	8h28	8h29	8h30
8h31	8h32	8h33	8h34	8h35	8h36	8h37	8h38	8h39	8h40
8h41	8h42	8h43	8h44	8h45	8h46	8h47	8h48	8h49	8h50
8h51	8h52	8h53	8h54	8h55	8h56	8h57			

Geography

8g1	8g2	8g3	8g4	8g5	8g6	8g7	8g8	8g9	8g10
8g11	8g12	8g13	8g14	8g15	8g16	8g17	8g18	8g19	8g20
8g21	8g22	8g23	8g24	8g25	8g26	8g27	8g28	8g29	8g30
8g31	8g32	8g33	8g34	8g35	8g36	8g37	8g38	8g39	8g40
8g41	8g42	8g43	8g44	8g45	8g46	8g47	8g48	8g49	8g50
8g51	8g52	8g53	8g54	8g55	8g56	8g57			

Health & Physical Education

8p1	8p2	8p3	8p4	8p5	8p6	8p7	8p8	8p9	8p10
8p11	8p12	8p13	8p14	8p15	8p16	8p17	8p18	8p19	8p20
8p21	8p22	8p23	8p24	8p25	8p26	8p27	8p28	8p29	8p30
8p31	8p32	8p33	8p34	8p35	8p36	8p37	8p38	8p39	8p40
8p41									

The Arts

8a1	8a2	8a3	8a4	8a5	8a6	8a7	8a8	8a9	8a10
8a11	8a12	8a13	8a14	8a15	8a16	8a17	8a18	8a19	8a20
8a21	8a22	8a23	8a24	8a25	8a26	8a27	8a28	8a29	8a30
8a31	8a32	8a33	8a34	8a35	8a36	8a37	8a38	8a39	8a40
8a41	8a42	8a43	8a44 1	8a45	8a46	8a47 1	8a48	8a49 1	8a50
8a51	8a52	8a53	8a54 1	8a55	8a56	8a57	8a58 1	8a59	8a60
8a61	8a62	8a63 1	8a64	8a65	8a66 1				

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Language A Unit for Grade 7/8

Analysis Of Unit Components

10 Subtasks
119 Expectations
41 Resources
90 Strategies & Groupings

-- Unique Expectations --
41 Language Expectations
7 Mathematics Expectations
10 Arts Expectations

Resource Types

3 Rubrics
17 Blackline Masters
0 Licensed Software
12 Print Resources
0 Media Resources
9 Websites
0 Material Resources
0 Equipment / Manipulatives
0 Sample Graphics
0 Other Resources
0 Parent / Community
0 Companion Bookmarks

Groupings

10 Students Working As A Whole Class
1 Students Working In Pairs
8 Students Working In Small Groups
7 Students Working Individually

Assessment Recording Devices

7 Anecdotal Record
5 Checklist
1 Rating Scale
2 Rubric

Teaching / Learning Strategies

3 Advance Organizer
1 Demonstration
1 Directed Reading-thinking Activity
1 Expository Text Frames
1 Guided Exploration
1 Guided Writing
6 Prompt
2 Review
2 Socratic Dialogue
1 Task Cards
2 Visual Stimuli

Assessment Strategies

1 Conference
7 Observation
3 Performance Task
6 Questions And Answers (oral)
1 Quizzes, Tests, Examinations
8 Response Journal
2 Self Assessment